ACT Government Education
ACTIVE Tuggeranong

Erindale College

ERINDALE COLLEGE

UNIT OUTLINE

FURNITURE MAKING A/V

TECHNOLOGY AND CREATIVE ARTS ACADEMY

SEMESTER 2 2020

Course Title	FURNTURE MAKING	**Course code**	8221
Semester Unit Name **1.0 Value**	Furniture & Timber: Trade Skills	**Unit Code**	82159
Term 1 Unit Name **0.5 Value**	Furniture & Timber: Trade Skills a	**Unit Code**	82163
Term 2 Unit Name **0.5 Value**	Furniture & Timber: Trade Skills b	**Unit Code**	82165
Google Classroom code	4a7g65e		
RTO name	ACTIVE Tuggeranong	**RTO Code**	88000
Qualification	MSF10113 Certificate I in Furnishing		
Training Package	MSF Release 3.1 Furnishing		
Classroom Teacher/s	Dirk Wilkens	**Signature**	
SLC	Clint Codey	**Signature**	

UNIT DISCRIPTION

In this unit:

Students develop skills in written and verbal communication while working in a team environment. They correctly use and identify basic power tools and machinery. Students use computing technology to access, input and store information in the furniture making industry. In this unit, students will construct a project.

SPECIFIC UNIT GOALS

The specific goals of this course are for students to:

- develop skills that will be useful in working in a trade, with an emphasis on effective use of power tools
- use power tools safely and correctly
- demonstrate accuracy in basic written and verbal communication
- work effectively as part of a team
  use computing technology appropriate and useful to furniture construction

UNITS OF COMPETENCY

- This unit encompasses units of competency that contribute towards **MSF10113 Certificate I in Furnishing.**

The units of competency covered are:

CODE	COMPETENCY	Core/Elective
MSMSUP102	**Work in a team**	**Core**
MSMSUP106	**Communicate in the workplace**	**Core**
MSFFM2001	**Use furniture making sector hand and power tools**	**Elective**

CONTENT SUMMARY

Industry, processes and procedures
• analyse practices, processes and procedures and explain their significance in a work context • understand the importance of servicing, maintaining and storing workplace tools in line with workplace requirements • demonstrate responsible behaviours and skills in organising and cleaning work area and equipment in line with workplace standards
Technical information
• demonstrate knowledge of basic power tools and their function • select and use the correct tools safely and effectively • investigate use of computer technology to assist in furniture making, accessing, inputting and storing information
A Course
Workplace, health and safety
• follow WHS procedures, apply safety strategies and report problems • apply basic safety practices and procedures such as correct use of personal protective equipment (PPE)
Problem solving
• interact with others in solving problems, proposing solutions and justifying ideas • use technology to assist in problem solving
Industry literacy and numeracy
• identify and use manuals, online help and other reference materials as required
Behaviour and attitudes in the workplace
• demonstrate interpersonal skills appropriate for effective teamwork within the workplace • respond appropriately to feedback • acknowledge team roles and support team members in achieving their role • Use interpersonal and communication skills to plan and organise activities within operational guidelines
Reflection on own learning
• reflect on own skill development and learning needs • evaluate own contribution to team-work
Communication
• evaluate aspects of workplace communication demonstrating ability to receive, interpret and respond to information verbally and in writing • demonstrate correct use of technical terms

COST OF MATERIALS
There are costs associated with this unit of study, and they are as follows:
A **$30.00** contribution is asked per semester. This covers the cost of timber, hardware, finishes and consumables.

ASSESSMENT

TASK	UoC Assessed	WEIGHTING	DUE DATE
Practical 1 Dartboard Cabinet (Main Frame) **and** Small project of own choice. (lathe, Mallet)	MSMSUP102- Work in a team MSMSUP106-Communicate in the workplace	35%	Wk 9
Theory 1 Communication in the workplace Work in a team	MSMSUP102- Work in a team MSMSUP106-Communicate in the workplace	15%	Wk 9
Theory 2 Use furniture making sector hand and power tools	MSFFM2001-Use furniture making sector hand and power tools	15%	Wk 14
Practical 2 Dartboard Cabinet (Doors and drawer) Or Project of choice by negotiation	MSFFM2001-Use furniture making sector hand and power tools	35%	Wk 15

Prerequisites, Specific Entry & Exit Requirements for Term Units

To exit at Term 3 you must complete the practical and theory test assessments due by week 9. It is not possible to enter this course in Term 4.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT
The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade and whether a student is deemed competent or not yet competent.

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills

Teachers will consider, when allocating grades & competencies, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

DELIVERY PLAN

WEEK	CONTENT AND COMPETENCY	ASSESSMENT/TASKS
1-4	MSMSUP102- Work in a team MSMSUP106-Communicate in the workplace	Workbook section: Work in a team
5-9	MSMSUP106-Communicate in the workplace	Workbook section: Communicate in the workplace
1-9	MSMSUP102- Work in a team MSMSUP106-Communicate in the workplace	Practical work: conducted on a weekly basis, which students create a project and are assessed alongside the Competency
10-16	MSFFM2001 Use furniture making sector hand and power tools	Workbook section: hand and power tools Practical work: conducted on a weekly basis, which students create a project and are assessed alongside the Competency

ASSESSMENT POLICIES

(Further information on assessment policies can be found on the BSSS website http://www.bsss.act.edu.au/)

Late Submission of Work: In accordance with BSSS guidelines work submitted late will be penalised at the rate of 5% (of possible total marks) per calendar day late (including weekends and public holidays) to a maximum of 35% of the total available marks. Any submission after the 7th late day will be awarded a notional zero. A notional zero is a mark calculated at the end of the unit in accordance with BSSS policy at the time and will be lower than the lowest real score.

If a student is unable to hand in work on time, due to illness or misadventure, satisfactory documentation must be provided to support a request for extension to the due date (special consideration). Requests for an extension should be made to the class teacher in advance. If a student knows in advance and for good reason she/he will be unable to be present for an assessment item the class teacher must be informed as soon as possible to arrange an alternative date or assessment item.

Assessment Tasks: If absence from an assessment task is known in advance and unavoidable, the teacher should be told prior to the task being due. Absence from a test requires the presentation of a medical certificate or other explanation acceptable to the college. Tests must be taken on the scheduled day except in the case of illness or other extenuating circumstances, where the student is required to supply a letter from a parent/ guardian or a medical certificate.

Completion of Assessment: A student will be awarded a V grade in a unit where they, fail to submit items of assessment worth at least 70% of the assessable work without acceptable and documented explanation.

Class Attendance and V grade Policy: It is expected that students will attend all scheduled classes/contact time/ structured learning activities for the units in which they are enrolled, unless acceptable documentary evidence is provided. A student may be awarded a V grade in a unit where she/he has unacceptable absences in more than 10% of scheduled classes in a semester or term unit.

Plagiarism, (the copying of work in any form without acknowledgement of sources) is a serious offence, and it is the responsibility of students to ensure that they do not commit this breach of discipline intentionally or otherwise. Students may be required to substantiate the authenticity or integrity of completed assignments, reports, etc. Students are advised to keep all material used in preparing their submitted work such as notes, references, photocopied material, and drafts until the end of the semester. (Refer to the BSSS Policy Booklet, "What's Plagiarism?") http://www.bsss.act.edu.au/information_for_students/whats_plagiarism_how_to_avoid_it

Unit Grades: Grade descriptors provide a guide for teacher judgement of students' achievement over a unit of work in this subject. Grades are organized on an A-E basis and represent the standard at which students have worked. A-E grades are awarded when assessment and attendance requirements have been met.

Appeals and Special Consideration: When an assessment item is returned, the student should check the marking. If a student wishes to have the marking of an item reviewed, she/he must firstly discuss the matter with the class teacher, who may speak to other teachers if marking was shared. If the review is unsatisfactory to the student, he/she should then approach the relevant faculty head. If, after these two steps, the student remains unsatisfied with the outcome, she/he can consider a formal appeal. This should be lodged with the Deputy Principal. A deadline for appeals may be advertised. Further advice is available from Student Services.

If matters beyond a student's control have seriously affected marks (extended illness or serious family upsets) special consideration may be requested. Workloads in other subjects or difficulties with the English language are not a cause for special consideration. Evidence will be required for a claim for special consideration. Application for special consideration should be made to the head of Student Services.

VOCATIONAL ASSESSMENT

Each unit of competence will be assessed independently. There will be an opportunity to be re-assessed (if required) to meet national competency standards, however the original assessment mark will be used to calculate the A-E grade. The reporting of competencies may occur progressively or as part of an identified assessment process at the end of the unit.

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. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Recognition of Prior Learning
If you already have experience, skills or knowledge that is relevant to this vocational course then you are entitled to seek acknowledgment of this through the Recognition of Prior Learning (known as RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience.If you apply for RPL you will be asked to supply evidence to support your application. Your teacher, or the VET Coordinator, will be able to assist you, if you think that the RPL process may apply to you.

Credit transfer
Credit transfer allows you to count relevant, successfully completed studies, competencies or qualifications towards your current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications. To apply for Credit Transfer you must bring a copy of your formal qualifications or study to your teacher or the VET Coordinator so that they can be recognised.

Opportunity to resit
If you are assessed as Not Yet Competent when first assessed, you have the right to request another competency assessment when you feel ready for this, to prove your competency. This is to be done in negotiation with your teacher.

GENERAL MODERATION PROCEDURES

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be assessed fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of results across all colleges has occurred.

Delete if not applicable to the unit Unit scores (T courses): Assessment items common to two or more classes will be moderated across classes using techniques such as shared marking or marking by more than one teacher. This may include marking a video or other pictorial record of a performance task. Unit scores will be calculated using assessment item results weighted as advertised in the unit outline. Unit scores in each scaling group (one or more courses) are standardised to historical parameters in the first semester of year 11 and back scaled in subsequent semesters.

Delete if not applicable to the unit Meshing (T courses): Where two or more courses occur in a scaling group the meshing of results is conducted using techniques such as: where feasible the same type of assessment items (e.g. oral, essay, test, assignment, creative response, performance), cross moderation of a significant sample of all grade levels, where feasible weightings for the same type of assessment item are the same for all units, assessment items/ marking schemes or solutions are developed collaboratively. A range of statistical data, including for example historical data for units, a meshing test or common testing data for the cohort, may be used to inform the meshing process.

Delete if not applicable to the unit Course Scores (T courses): The course score in a T course where scores are obtained in at least 80% of units studied is calculated using the better of -

- The average of best 80% of scores in units studied in the course.
- The average of the best 80% of scores in the minimum number of units required for the course.

In cases where 20% or more of units studied do not have a score the course score is the arithmetic mean of the scores obtained excepting if more than 50% of units studied in a course do not have a score then no course score is calculated.

GRADE DESCRIPTORS

Achievement Standards Furniture Making A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses work practices, processes and procedures • analyses technical information and specifications • evaluates work, health and safety practices	• explains work practices, processes and procedures • explains technical information and specifications • analyses work, health and safety practices	• describes work practices, processes and procedures • describes technical information and specifications • describes work, health and safety practices	• identifies work practices, processes and procedures • identifies technical information • identifies work, health and safety practices	• identifies some work practices, processes and procedures • identifies some technical information • identifies some work, health and safety practices
Skills	• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information and specifications to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes • communicates with high proficiently, using a range of modes and medium using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information and specifications to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning and work • explains own learning processes • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information and specifications to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning and work • describes own learning processes • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work • describes some learning processes • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources