

# UNIT OUTLINE

**Technology and Creative Arts Academy  
TaCAA  
SEMESTER 1 2019**

<b>Course Title</b>	<b>Furniture Making</b>	<b>Course Code</b>	<b>8221</b>
<b>Unit Title</b>	<b>Fundamentals</b>	<b>Unit Code</b>	82155
<b>Semester Unit</b>	<b>Fundamentals</b>	<b>Unit Value</b>	1.0
<b>Term 1 Unit</b>	<b>Fundamentals a</b>	<b>Unit Code and Value</b>	82157 0.5
<b>Term 2 Unit</b>	<b>Fundamentals b</b>	<b>Unit Code and Value</b>	82158 0.5
<b>Qualification</b>	<b>MSF10113 - Certificate I in Furnishing (Version 3)</b>		
<b>Training Package</b>	<b>Furnishing Training Package</b>		
<b>RTO</b>	<b>ACTIVE 88000</b>		

## GOALS

The specific goals of this unit are for students to:

- recognise hazards in the workplace
- recognise and follow workplace health and safety
- identify and use basic hand tools and equipment correctly
- understand the importance of accurate measurement, record keeping, calibration of tools and using measuring tools correctly
- Construct a simple project

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	
<b>Industry, processes and procedures</b>	
<ul style="list-style-type: none"> <li>• Analyse workplace practices, processes and procedures and explain their significance in a work context</li> <li>• understand the importance of servicing, maintaining and storing workplace tools in line with workplace requirements</li> </ul> <p>demonstrate responsible behaviours and skills in organising and cleaning work area and equipment in line with workplace standards</p>	
<b>Technical information</b>	
<ul style="list-style-type: none"> <li>• demonstrate knowledge of basic hand tools and their function</li> <li>• select and use the correct tools safely and effectively</li> <li>• organise materials and resources to create a product to specification</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of basic hand tools and their function</li> <li>• select and use the correct tools safely and effectively</li> </ul>

<b>A Course</b>
<b>Workplace, health and safety</b>
<ul style="list-style-type: none"> <li>• evaluate and apply basic safety practices and procedures in the workplace</li> <li>• analyse risk hazards, apply safety strategies and report problems</li> </ul> <p>demonstrate knowledge of the types and correct use of personal protective equipment (PPE)</p>
<b>Problem solving</b>
<ul style="list-style-type: none"> <li>• respond to routine problems in accordance with procedures</li> <li>• identify non-routine problems and seek assistance</li> <li>• log problems as required</li> </ul> <p>identify and define problems, analyse different possible solutions and select the best solution</p>
<b>Industry literacy and numeracy</b>
<ul style="list-style-type: none"> <li>• identify units of measurement to be used</li> <li>• make measurements, perform simple calculations and record accurately</li> <li>• demonstrate estimation of material quantities using standard units</li> <li>• self-check measurement and numerical information for accuracy and correctness</li> <li>• interpret information from tool manufacturer instruction guides</li> </ul> <p>interpret information on workplace procedures, equipment and materials</p>
<b>Behaviour and attitudes in the workplace</b>
<ul style="list-style-type: none"> <li>• understand how self-management skills contribute to positive outcomes</li> </ul> <p>demonstrate behaviours and attitudes which contribute to learning and work</p>
<b>Reflection on own learning</b>
<ul style="list-style-type: none"> <li>• evaluate and reflect on own learning processes and needs within the workplace</li> </ul> <p>analyse and use workplace criteria to self-assess and reflect on whether own work meets standards</p>
<b>Communication</b>
<ul style="list-style-type: none"> <li>• use technical terms correctly when communicating with others</li> <li>• articulate ideas to seek assistance, clarify, offer suggestions and/or justify approaches</li> </ul> <p>actively listen to instructions and respond to feedback</p>

**COST OF MATERIALS:** The cost for materials associated with this unit of study, is **\$30** per semester, \$15 per term. This covers consumables, such as timber and materials used in the set projects constructed in practical lessons.

#### UNITS OF COMPETENCY

This unit encompasses units of competency that contribute towards Certificate I in Furnishing MSF10113 and are as follows:

Code	Competency Title	Core/Elective
<b>MSMWHS100</b>	<b>Follow WHS procedures</b>	<b>Core</b>
<b>MSMOPS101</b>	<b>Make measurements</b>	<b>Core</b>

More details on each of the competencies can be found at [https://training.gov.au/Training/Details/MSF10113?tableUnits-page=1&pageSizeKey=Training\\_Details\\_tableUnits&pageSize=20&setFocus=tableUnits#tableUnits](https://training.gov.au/Training/Details/MSF10113?tableUnits-page=1&pageSizeKey=Training_Details_tableUnits&pageSize=20&setFocus=tableUnits#tableUnits)

## ASSESSMENT

			WEIGHTING
TASK	DUE DATE	TERM	SEMESTER
Practical project 1 – Hand Towel Caddy (Frame Base and towel holder).	Week 9 (progress check week 5)	70 %	35 %
Theory Book 1 WHS	Week 9	30 %	10 %
Practical project 2 Hand Towel Caddy ( Drawers and finish)	Week 18		35 %
Theory Book 2 Make Measurements	Week 16		10 %
Theory test	Week 16		10 %

*Students who have completed the set project previously may negotiate to build a project of their own choice. Other students may also build a project of their choosing that includes similar skills by negotiation with their teacher.*

### Specific Entry & Exit Requirements for Term Units

To exit at Term 1 you must complete the Theory Booklet 1 and 2 and the Term 1 practical project work. It is possible to enter this course at Term 2 however entry into this course is by negotiation with the Executive teacher.

### 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.

### ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

## **LATE SUBMISSION OF WORK**

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

## **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.

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

- Knowledge and understanding
- Skills

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

## **CHEATING AND DISHONEST PRACTICE**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

**MODERATION**

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 graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

**RIGHT TO APPEAL**

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the Academy concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal for further advice on the 'appeal process'.

**Executive Teacher: Clint Codey**

**Class Teacher: Dirk Wilkens**

**Date: 3 February 2019**

All students should note the BSSS assessment policy on assessment, late submission and plagiarism, contained in this Unit Outline distributed to every student for this subject.

**Achievement Standards Furniture Making A Course Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses work practices, processes and procedures</li> <li>analyses technical information and specifications</li> <li>evaluates work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>explains work practices, processes and procedures</li> <li>explains technical information and specifications</li> <li>analyses work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>describes work practices, processes and procedures</li> <li>describes technical information and specifications</li> <li>describes work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>identifies work practices, processes and procedures</li> <li>identifies technical information</li> <li>identifies work, health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>identifies some work practices, processes and procedures</li> <li>identifies some technical information</li> <li>identifies some work, health and safety practices</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with high proficiency, technical information and specifications to create high quality products and/or services</li> <li>solves problems, proposes solutions and justifies decisions in completing a task</li> <li>demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates highly developed behaviours and attitudes and contributes positively to learning and work</li> <li>reflects with insight on own learning processes</li> <li>communicates with high proficiency, using a range of modes and medium using industry terminology and effectively organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies with proficiency, technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and explains decisions in completing a task</li> <li>demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks</li> <li>demonstrates developed behaviours and attitudes and contributes positively to learning and work</li> <li>explains own learning processes</li> <li>communicates with proficiency, using industry terminology and competently organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies effectively industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies effectively technical information and specifications to create quality products and/or services</li> <li>solves problems, proposes solutions and describes decisions in completing a task</li> <li>demonstrates effectively industry specific literacy and numeracy skills to tasks</li> <li>demonstrates appropriate behaviours and attitudes and contributes positively to learning and work</li> <li>describes own learning processes</li> <li>communicates effectively, using industry terminology and organises materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies some industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies some technical information and specifications to create products and/or services</li> <li>follows instructions, guidelines and procedures</li> <li>demonstrates some industry specific literacy and numeracy skills to tasks</li> <li>demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work</li> <li>describes some learning processes</li> <li>communicates using some industry terminology and demonstrates some ability to organise materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>applies little or no industry practices, processes and procedures to deliver a service and/or create a product</li> <li>applies little or no technical information and specifications to create products and/or services</li> <li>follows simple instructions, guidelines and procedures</li> <li>demonstrates little or no industry specific literacy and numeracy skills to tasks</li> <li>demonstrates limited appropriate behaviours and attitudes</li> <li>describes limited learning processes</li> <li>communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources</li> </ul>

