

FURNITURE MAKING A/V
TECHNOLOGY AND CREATIVE ARTS ACADEMY
SEMESTER 2 2021

Course Title	FURNITURE MAKING	Course code	8221
Semester Unit Name 1.0 Value	Furniture & Timber: Project Assembly	Unit Code	82179
Term 1 Unit Name 0.5 Value	Furniture & Timber: Project Assembly a	Unit Code	
Term 2 Unit Name 0.5 Value	Furniture & Timber: Project Assembly b	Unit Code	
Google Classroom code	rmbmjbn		
RTO name	ACTIVE Tuggeranong	RTO Code	88000
Qualification	MSF10113 Certificate I in Furnishing		
Training Package	MSF Release 3.1 Furnishing		
Classroom Teacher/s	Vijay Sharma	Signature	
SLC	Clint Codey	Signature	

UNIT DISCRIPTION

In this unit:

Students identify and use various joints and hardware in the construction of a timber furnishing product.

SPECIFIC UNIT GOALS

The specific goals of this course are for students to:

- Identify and use a variety of joints and hardware in assembling and constructing a piece of furniture

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
MSFFM1001	Construct a basic timber furnishing product	Elective
MSFFM2006	Hand make timber joints	Elective

CONTENT SUMMARY

Industry, processes and procedures
<ul style="list-style-type: none"> analyse practices, processes and procedures and explain their significance in a work context analyse and apply workplace procedures in technical applications of making joints and using hardware demonstrate responsible behaviours and skills in organising and cleaning work area and equipment in line with workplace standards
Technical information
<ul style="list-style-type: none"> demonstrate skills in following plans to assemble production furniture use hardware and appropriate techniques in making timber joints construct a timber furnishing product
Workplace, health and safety
<ul style="list-style-type: none"> follow WHS procedures, apply safety strategies and report problems evaluate and apply basic safety practices and procedures in the workplace analyse risk hazards, apply safety strategies, such as use of personal protective equipment (PPE) and report problems
Problem solving
<ul style="list-style-type: none"> interact with others in solving problems, proposing solutions and justifying ideas
Industry literacy and numeracy
<ul style="list-style-type: none"> identify and use manuals, online help and other reference materials as required interpret plans and drawings
Behaviour and attitudes in the workplace
<ul style="list-style-type: none"> demonstrate behaviours and attitudes, including interpersonal skills that contribute to learning and work respond appropriately to feedback and apply to learning and work
Reflection on own learning
<ul style="list-style-type: none"> reflect on own skill development and learning needs
Communication
<ul style="list-style-type: none"> 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 Personal project (Negotiated) or Furniture product	MSFFM2006- Hand make timber joints	35%	Wk 8
Theory test This is a test on all theory covered throughout the semester		15%	Wk 8
Theory 1 Workbook / research	MSFFM1001- Construct a basic timber furnishing product MSFFM2006- Hand make timber joints	15%	Wk 16
Practical 2 Continued; Personal project (Negotiated) or Continued; furniture product.	MSFFM1001- Construct a basic timber furnishing product	35%	Wk 16

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
1-8	Construction and Assembly Process Students will demonstrate: hand making timber joints. MSFFM2006- Hand make timber joints	Practical work: conducted on a weekly basis, which students create a project and are assessed alongside the Competency. Workbook section: Hand make timber joints Parts of Activity 2,3,4 and 6
9-16	Construction and Assembly Process Students will demonstrate making a furniture product of their own choice. MSFFM1001- Construct a basic timber furnishing product	Practical work: conducted on a weekly basis, which students create a project and are assessed alongside the Competency. Workbook section: construction of their own personal project work book. This is Parts of Activity 1,2,3,4 and 6

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 first 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 12

	<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>
Knowledge and understanding	<ul style="list-style-type: none"> analyses industry practices, processes and procedures and explains their significance in the application to workplace and/or work related contexts analyses technical information and specifications and evaluates a wide range of materials and equipment evaluates work, health and safety practices and analyses how they apply to the workplace and/or work related contexts 	<ul style="list-style-type: none"> explains industry practices, processes and procedures and describes their significance in the application to workplace and/or work related contexts explains technical information and specifications and describes a range of materials and equipment analyses work, health and safety practices and explains how they apply to the workplace and/or work related contexts 	<ul style="list-style-type: none"> describes industry practices, processes and procedures and identifies their significance in the application to workplace and/or work related contexts describes technical information and specifications and identifies a range of materials and equipment describes work, health and safety practices and identifies how they apply to the workplace and/or work related contexts 	<ul style="list-style-type: none"> identifies industry practices, processes and procedures with some reference to their significance in the application to workplace and/or work related contexts identifies technical information and specifications and identifies some materials and equipment identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work related contexts 	<ul style="list-style-type: none"> identifies industry practices, processes and procedures with little or no reference to their significance in the application to workplace and/or work related contexts identifies some technical information with little or no reference to materials and equipment identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work related contexts
Skills	<ul style="list-style-type: none"> 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 wide range of tasks demonstrates highly developed behaviours and attitudes and contributes positively to learning and work reflects with insight on own learning processes and needs related to industry and the workplace communicates with high proficiency, using industry terminology and effectively organises materials and resources 	<ul style="list-style-type: none"> 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 and needs related to industry and the workplace communicates with proficiency, using industry terminology and competently organises materials and resources 	<ul style="list-style-type: none"> 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 and needs related to industry and the workplace communicates effectively, using industry terminology and organises materials and resources 	<ul style="list-style-type: none"> 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 and needs related to industry and the workplace communicates using some industry terminology and demonstrates some ability to organise materials and resources 	<ul style="list-style-type: none"> 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 and needs related to industry and the workplace communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources