# Instructions to Assessor

To ensure sufficiency of evidence, the Assessor must review a combination of types of evidence to support the RPL assessment judgement. Types of evidence may include (but are not limited to):

* Job descriptions/roles – these need supervisor verification
* Meeting minutes
* Informal training documentation and workplace training
* Work samples
* Portfolio
* Performance Management Reports
* Third Party Report
* Certified Transcripts that confirm formal training – Statements of Attainment, Certificates, Diplomas, Degrees
* Professional conversations
* Involvement in community groups and/or committees
* Emails and/or memos
* Letters and References
* Resume/work history – this needs to be supported by examples and supervisors contacted to verify the detail
* Video, audio recordings
* Photos (identifying the student and performing tasks)

In the Evidence tables under ‘Comments’ the Assessor must:

* Identify gaps by element/performance criteria
* Suggest ways to fill identified gaps (eg. formal training, direct observation, challenge tests etc.).

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The Unit Evidence Summary is to be used for **mapping evidence** submitted by the RPL student against the Unit requirements.

| **Student name** |  | | | | **Student no.** | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit name** | Use furniture making sector hand and power tools | | | | **Unit code** | | | MSFFM2001 |
| **Pre-requisites** (If the unit above has any pre-requisites they should be listed below. Ensure the student has successfully obtained them prior to proceeding. Include evidence of the pre-requisite with your detailed RPL evidence): | | | | | | | | |
|  | | | | | | | | |
| **Student meets the pre-requisite requirements** | | **Yes** |  | **No** |  | **Date** |  | |

To confirm Validity of Evidence the Assessor must cross-reference all components of the unit with the evidence received to determine that competence has been demonstrated.

The components of a unit include: Each element and its performance criteria, each item of required skills or performance evidence, each item of required knowledge or knowledge evidence, and foundational skills and each item in critical aspects or assessment conditions.

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| **Outcome for this unit** | **RPL Granted** |  | **RPL Not Granted** | | |  |
| **Assessor feedback** |  | | | | | |
| **Assessor signature** |  | | | | | |
| **Student feedback** |  | | | | | |
| **Student signature** |  | | | **Date** |  | |
| **Evidence received** | | | | | | |
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| **Location of evidence** |  | | | | | |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Elements and performance criteria** | | | | | |
| **1. Identify hand and power tools** | | | | | |
| **1.1.** Types of hand and power tools and their functions are identified |  |  |  |  |  |
| **1.2.** Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |  |  |  |  |  |
| **1.3.** Sources of power supply are recognised |  |  |  |  |  |
| **2. Select and use hand tools** | | | | | |
| **2.1.** Hand tools selected are consistent with needs of the job, checked for serviceability and safety, and any faults reported to supervisor |  |  |  |  |  |
| **2.2.** Equipment is selected to hold or support material for hand tools application where applicable |  |  |  |  |  |
| **2.3.** Material is located and held in position for hand tool application |  |  |  |  |  |
| **2.4.** Hand tools are safely and effectively used according to their intended use and safely located when not in immediate use |  |  |  |  |  |
| **3. Select and use power tools** | | | | | |
| **3.1.** Power tools are selected consistent with needs of the job in accordance with conventional work practice, are visually checked for serviceability and safety in accordance with WHS requirements, and any faults reported to supervisor |  |  |  |  |  |
| **3.2.** Equipment is selected to hold or support materials for power tool application as applicable |  |  |  |  |  |
| **3.3.** Material is located and held in position for power tool application as applicable |  |  |  |  |  |
| **3.4.** Power tools are safely and effectively used in application processes and safely located when not in use |  |  |  |  |  |
| **4. Clean up work area and tools** | | | | | |
| **4.1.** All tools are cleaned, maintained and stored |  |  |  |  |  |
| **4.2.** Equipment is cleaned, maintained and stored |  |  |  |  |  |
| **4.3.** Work area is cleared and waste removed |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Foundation Skills** | | | | | |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required skills or performance evidence** | | | | | |
| **PE1.** Locate and apply relevant information related to hand and power tools |  |  |  |  |  |
| **PE2.** Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment |  |  |  |  |  |
| **PE3.** Follow work instructions, operating procedures and inspection practices to: |  |  |  |  |  |
| * **PE3.1.** minimise the risk of injury to self or others |  |  |  |  |  |
| * **PE3.2.** prevent damage to goods, tools, equipment or products |  |  |  |  |  |
| * **PE3.3.** maintain required production output and product quality |  |  |  |  |  |
| **PE4.** Adopt and carry out correct procedures prior to and during use of the range of hand and power tools stipulated in the Range of Conditions |  |  |  |  |  |
| **PE5.** Carry out operator maintenance on hand and power tools, including the grinding and sharpening of: |  |  |  |  |  |
| * **PE5.1.** chisels |  |  |  |  |  |
| * **PE5.2.** hard plane blades or irons |  |  |  |  |  |
| * **PE5.3.** drill bits |  |  |  |  |  |
| **PE6.** Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements |  |  |  |  |  |
| **PE7.** Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures |  |  |  |  |  |
| **PE8.** Minimise waste of resources, including materials, time and money |  |  |  |  |  |
| **PE9.** Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required knowledge or knowledge evidence** | | | | | |
| **KE1.** Types, characteristics, uses, limitations and maintenance requirements of hand tools commonly used in furniture production |  |  |  |  |  |
| **KE2.** Types, characteristics, uses, limitations and maintenance requirements of power tools commonly used in furniture production |  |  |  |  |  |
| **KE3.** Workplace safety requirements and WHS legislation |  |  |  |  |  |
| **KE4.** Work flow within the workplace |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Critical aspects or assessment conditions** | | | | | |
| Assessors must: |  |  |  |  |  |
| hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors |  |  |  |  |  |
| have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification |  |  |  |  |  |
| be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry. |  |  |  |  |  |
| Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. |  |  |  |  |  |
| Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor’s reports, projects and work samples. |  |  |  |  |  |
| Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately. |  |  |  |  |  |
| Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines. |  |  |  |  |  |
| Access is required to furniture making sector hand and power tools, and materials used in the manufacturing and/or installation of furnishing products. |  |  |  |  |  |
| **Other information if required** | | | | | |
|  |  |  |  |  |  |