# 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** | Assemble furnishing components | | | | **Unit code** | | | MSFFM2002 |
| **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. Prepare for assembly** | | | | | |
| **1.1.** Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |  |  |  |  |  |
| **1.2.** Assembly sequence is planned |  |  |  |  |  |
| **1.3.** Procedures are determined for checking quality at each stage of the process |  |  |  |  |  |
| **1.4.** Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |  |  |  |  |  |
| **1.5.** Suitable work area is selected for the task |  |  |  |  |  |
| **1.6.** Tools and equipment suitable to the fixing method are selected and checked for safe operation |  |  |  |  |  |
| **1.7.** Components, hardware, fittings and attachments are collected |  |  |  |  |  |
| **1.8.** Fixing and joining devices are selected in line with work instructions and type of materials to be joined |  |  |  |  |  |
| **1.9.** Jigs are selected and checked for suitability of purpose |  |  |  |  |  |
| **2. Assemble components** | | | | | |
| **2.1.** Components are laid out and joined using jigs and appropriate fastenings |  |  |  |  |  |
| **2.2.** Hand and/or power tools and equipment are used as required |  |  |  |  |  |
| **2.3.** Components are prepared, assembled and fitted in accordance with specifications |  |  |  |  |  |
| **2.4.** Assembled component is checked for compliance with specifications |  |  |  |  |  |
| **2.5.** Components which do not meet quality specifications are repaired or tagged for further processing or recycling/disposal |  |  |  |  |  |
| **2.6.** Finished products are organised and stored in holding area |  |  |  |  |  |
| **3. Clean work area and maintain equipment** | | | | | |
| **3.1.** Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |  |  |  |  |  |
| **3.2.** Waste and scrap are removed following workplace procedures |  |  |  |  |  |
| **3.3.** Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |  |  |  |  |  |
| **3.4.** Equipment and work area clean-up is maintained in accordance with workplace procedures |  |  |  |  |  |

| **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.** Interpret work order and locate and apply relevant information |  |  |  |  |  |
| **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, equipment and products |  |  |  |  |  |
| * **PE3.3.** maintain required production output and product quality |  |  |  |  |  |
| **PE4.** Assemble at least four (4) furnishing components from the list in the Range Statement |  |  |  |  |  |
| **PE5.** Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements |  |  |  |  |  |
| **PE6.** 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 |  |  |  |  |  |
| **PE7.** Minimise wastage of resources, including materials, time and money |  |  |  |  |  |
| **PE8.** 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 and limitations of common furnishing components |  |  |  |  |  |
| **KE2.** Interpretation of basic furniture plans |  |  |  |  |  |
| **KE3.** Identification of hand and/or power tools, materials, equipment, processes and procedures |  |  |  |  |  |
| **KE4.** Work flow in relation to furniture production |  |  |  |  |  |

| **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 tools, equipment and materials required to assemble furnishing components. |  |  |  |  |  |
| **Other information if required** | | | | | |
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