# 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** | Select timbers for furniture production | | | | **Unit code** | | | MSFFM3008 |
| **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. Determine timber requirement** | | | | | |
| **1.1.** Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |  |  |  |  |  |
| **1.2.** Structural requirements for timbers are determined from workplace documentation |  |  |  |  |  |
| **1.3.** Timber is assessed for suitability in accordance with selection criteria |  |  |  |  |  |
| **1.4.** Written report is prepared substantiating selection of timber |  |  |  |  |  |
| **2. Evaluate timber selected** | | | | | |
| **2.1.** Other materials which may be incorporated into furnishing item are identified and compatibility factors to be considered are recorded for inclusion in production plans |  |  |  |  |  |
| **2.2.** Moisture content of timber selected is determined to ensure compliance with production requirements |  |  |  |  |  |
| **2.3.** Density and working properties of timber are determined to ensure compliance with production requirements |  |  |  |  |  |
| **2.4.** Any faults or features in the timber are identified and strategies are suggested to overcome/minimise their effects |  |  |  |  |  |
| **2.5.** Recommendations on any changes to appropriate finishes and adhesives are recorded for inclusion in production plans |  |  |  |  |  |

| **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.** prevent damage to goods, equipment and products |  |  |  |  |  |
| * **PE3.2.** maintain required production output and product quality |  |  |  |  |  |
| * **PE3.3.** minimise the risk of injury to self and others |  |  |  |  |  |
| **PE4.** From a range of ten (10) common furniture species samples, identify the species correctly, match it to a specified application and justify the choice |  |  |  |  |  |
| **PE5.** Correctly identify natural and seasoning faults in selected timbers |  |  |  |  |  |
| **PE6.** Use a moisture meter to measure the moisture content in a minimum of three (3) samples, including one (1) hard and one (1) soft timber |  |  |  |  |  |
| **PE7.** Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements |  |  |  |  |  |
| **PE8.** 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 |  |  |  |  |  |
| **PE9.** Minimise wastage of resources, including materials, time and money |  |  |  |  |  |
| **PE10.** 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.** Characteristics and uses of a range of available indigenous and overseas timber |  |  |  |  |  |
| **KE2.** Commonly used complementary materials and their compatibility when used in conjunction with others |  |  |  |  |  |
| **KE3.** Impact of climate and workshop conditions on timbers |  |  |  |  |  |
| **KE4.** Timber seasoning methods, techniques and faults |  |  |  |  |  |
| **KE5.** Solid timber conversion techniques |  |  |  |  |  |

| **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 a range of timber and moisture content measuring devices. |  |  |  |  |  |
| **Other information if required** | | | | | |
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