PART A – SkillsPoint Product Information

Master Product Information

**RTO Code:** **90003**

**Training Product Code:** **MSF30418**

**Release no.** **1**

**Training Product Name:** **Certificate III in Glass and Glazing**

**Status of Training Product:** Current

**Release Date:** **03/12/2018**

**Category of Product:**  Nationally Recognised Qualification

Accredited Course

Skill Set

Statement of Attainment

Non Nationally Recognised

**SkillsPoint Details**

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**SkillsPoint Project Identifier: MRS\_18\_13\_MSF30418**

Master Delivery Information

**Specialist Stream or Industry Identified Stream contained in this TAS:**

**Glazing**

**Target Student Group Category:**  Pre-employment

Apprentices/Trainees

International Students

Existing Workers

Other (Please specify):

**Mode(s) of Delivery:**  Face to Face Learning

Workplace Training

Online Learning

Blended

Other:

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1. Training Product Overview

### 1.1 Training Product Requirements

**Link to Training Product on**[TGA](http://www.training.gov.au/)**:** **<https://training.gov.au/Training/Details/MSF30418>**

**Number of Core Units:** **8**

**Number of Elective Units: 15**

**Total Number of Units: 23**

**Packaging Rules:**

Total number of units = 23

8 core units

15 elective units consisting of:

1 unit only from Group A

at least 8 units in any combination from Groups B, C, D or E

up to 6 additional units from Groups B, C, D, E, F, or any endorsed Training Package or accredited course – these units must be relevant to the work outcome, and if imported from other Training Packages, at least 4 must be units first packaged in a Certificate III level qualification or higher.

Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.

Note: Units marked with an asterisk have one or more prerequisites and must be counted in the total number of units. The prerequisite unit is identified where this applies.

Any combination of electives that meets the rules above can be selected for the award of the Certificate III in Glass and Glazing. Where appropriate, electives may be packaged to provide a qualification with a specialisation. General packaging rules must still be met when packaging units for a specialisation.

### 1.2 Licensing and/or Regulatory Requirements

In some states and territories, this qualification is linked to licensing requirements for the installation of glazing products. In addition, licensing or regulatory requirements may apply to the use of some units in this qualification in some jurisdictions.

There are various glazing licensing regimes in NSW requirements for this qualification. Local regulations should be checked for details.

### 1.3 Qualification Description

This qualification reflects the role of individuals involved in manufacturing, processing, moving or installing various types of glass products. Job roles may be in glass processing, glazing or designed glazing in both residential and commercial operations.

Workers use a range of technical knowledge to perform skilled work involving known routines, methods and procedures. They use discretion and judgement to adapt and transfer their skills and knowledge to different job needs and take responsibility for their own work within organisational parameters.

### 1.4 Pathways

**Study Pathways**

The study pathways available to students who undertake this Specialist Stream or Industry Identified Stream include:

There are no further study pathways for the Glass and Glazing area.

**Employment Pathways**

The employment pathways available to students who complete this Specialist Stream or Industry Identified Stream include:

Provides a trade-level outcome and possible specialisation in glass processing, glazing or designed glazing and is suited to an Australian Apprenticeship pathway.

### 1.5 Entry Requirements

The following **Training Package** entry requirements exist for this course:

Students are required to have a training contract completed through their local Australian Apprenticeship Support Network (AASN) as an apprentice into the training product contained in this MCTAS document in order to enrol.

All students will undertake an LLN assessment prior to enrolment and are expected to have an LLN level at ACSF level 2 when commencing this course.

### 1.6 Exit Points

A Statement of Attainment will be issued for any unit of competency successfully completed if the full qualification is not completed.

### 1.7 Units of Competency

Consistent with the qualification packaging rules, the units listed below will be delivered and assessed for this training product:

#### Core Units

Table 1 Core Units

| **No.** | **Unit Code and Unit Title** | **Unit Type and Additional Notes** |
| --- | --- | --- |
| **1** | HLTAID003 – Provide first aid |  |
| **2** | MSFGG2014 – Cut thin glass by hand |  |
| **3** | MSFGG2015 – Process glass by basic machines |  |
| **4** | MSFGG3039 – Manually move glass |  |
| **5** | MSFGN2001 – Make measurements and calculations |  |
| **6** | MSMENV272 – Participate in environmentally sustainable work practices |  |
| **7** | MSMSUP102 – Communicate in the workplace |  |
| **8** | MSMSUP106 – Work in a team |  |

#### Elective Units

Table 2 Elective Units

| **No.** | **Unit Code and Unit Title** | **Unit Type and Additional Notes** | **Packaging Rules**  *(Grouping, Hours and Points, where applicable)* |
| --- | --- | --- | --- |
| **1** | CPCCCM2010B – Work safely at heights | Pre-requisite CPCCOHS2001A | Group F |
| **2** | CPCCOHS2001A – Apply OHS requirements, policies and procedures in the construction industry |  | Group A |
| **3** | MSFGG2011 – Glaze and reglaze residential windows and doors |  | Group D |
| **4** | MSFGG2012 – Operate glass freefall rack and table |  | Group C |
| **5** | MSFGG2013 – Move single glass sheets by mechanical means |  | Group B |
| **6** | MSFGG2016 – Assemble glazing products |  | Group D |
| **7** | MSFGG3028 – Select, cut and process materials for glazing products |  | Group D |
| **8** | MSFGG3029 – Assess glass and glazing requirements |  | Group D |
| **9** | MSFGG3033 – Install shower screens |  | Group D |
| **10** | MSFGG3035 – Install mirrors and glass splashbacks |  | Group D |
| **11** | MSFGG3036 – Install commercial glazing products |  | Group D |
| **12** | MSFGG3037 – Install structural glazing products |  | Group D |
| **13** | MSFGG3038 – Conduct commercial and structural reglazing |  | Group D |
| **14** | MSFGN3001 – Read and interpret work documents |  | Group D |
| **15** | MSFGN3002 – Estimate and cost job |  | Group F |

### 1.8 Imported Units

Details of electives imported from another Training Package or accredited course.

Table 4 Imported Electives

| **No.** | **Unit Code** a**nd Unit Title** | **Release version #** | **Status** | **Release Date** | **SkillsPoint** |
| --- | --- | --- | --- | --- | --- |
| **1** | N/A |  |  |  |  |

2. Additional Information

### 2.1 Environment and Location

The **simulated** work environment will be achieved by:

Students will demonstrate skills and performance evidence in a simulated environment at a TAFE campus that reflects industry standards and activities. The simulated work environment will provide students with access to industry standard machinery, tools, equipment and associated machinery to gain a real-world experience that aligns with their job role. This includes workshops and learning environments equipped with industry standard machinery, associated tools and equipment, as listed in section 2.6, along with access to relevant SOPs and WHS policies and requirements.

The simulated environment will provide the required amount of tools and equipment to meet the needs of all students.

**Work placement** will be achieved by:

**Detail: N/A**

**Eligibility for work placement:**

**Total Work Placement Hours:**

### 2.2 Language, Literacy and Numeracy

Based on the Australian Core Skills Framework ([ACSF](https://www.education.gov.au/download-acsf)), please indicate which performance levels students are expected to be at the commencement of the course for each of the core skills listed in the table below.

For assistance in determining the LLN level of performance please consult with your relevant Learning Support Services.

Table 4 Language, Literacy and Numeracy

| **Level of Performance** | **PL1A&B** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning** |  |  |  |  |  |  |
| **Reading** |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |
| **Numeracy** |  |  |  |  |  |  |
| **Oral communication** |  |  |  |  |  |  |

### 2.3 Recognition Processes

#### Recognition of Prior Learning

Students are able to have their competency from prior learning and work experience recognised in this qualification through the following arrangements.

* Evidence of completing formal training
* Work experience: on the job experience and informal training
* Life experience: community group involvement, family activities, sports, hobbies, leisure activities, unpaid work, organising events, and/or travel.

Applications for RPL will be assessed on an individual basis and may be granted when a portfolio of evidence is assessed in accordance with TAFE NSW Recognition Policy and Procedures and the student is deemed competent for the unit/s of competency for which the application applies. Alternatively, the student may nominate to undertake a challenge assessment for the opportunity to demonstrate competency.

**Credit Transfer**

Students may also apply for credit transfer upon enrolment. The same or equivalent units of competency previously completed through an Australian RTO may be credited towards the new qualification they enrol into.

### 2.4 Educational and Support Services

TAFE NSW provides the following services to ensure a supported and successful learning environment for all students:

* Aboriginal and/or Torres Strait Islander Student Support and Services
* Accessibility and Disability Services
* Personal Counselling
* Vocational Counselling
* Learning Support
* International Student Support
* Scholarships
* Multicultural Support

Detailed current information on these Support Services are made available to staff and students at [TAFE NSW Student Services](http://www.tafensw.edu.au/support). Additionally every student is supported by a dedicated Student Services team at each campus location.

### 2.5 WHS Risk Ranking

Consult the WHS risk register for this course

This Training Product has the following WHS risk ranking Medium risk

Refer to the TAFE NSW Enterprise [Risk Management Policy](https://staff.tafensw.edu.au/documents/2017/11/enterprise-risk-management-policy.pdf/) for more details

### 2.6 Physical and Learning Resources

Specifically, the physical and learning resources listed below are required for the delivery and assessment of this Specialist Stream or Industry Identified Stream for this training product:

Table 5 Physical and Learning Resources

| Type | Resource Requirements |
| --- | --- |
| Facilities | TAFE NSW will provide the following facilities, including:  • classrooms with computers,  • internet access  • white/chalk board  • Glass and Glazing workshop for the delivery of practical activities and assessments, complete with all tools and machinery.  TAFE Campus Library facilities including: computing lab equipped with relevant software for provision of online learning access. |
| Equipment | |  |  | | --- | --- | | CPCCOHS2001A | Suitable facilities, equipment and resources, including: an induction procedure and requirement. Realistic tasks or simulated tasks covering the mandatory task requirements. Relevant specifications and work instructions. Tools and equipment appropriate to applying safe work practices and support materials appropriate to activity.  Workplace instructions relating to safe work practices and addressing hazards and emergencies. Material safety sheets. Research resources, including industry related systems information. | | MSMSUP102 | Suitable facilities, equipment and resources, including: workplace documentation and/or information, workplace forms. | | MSMSUP106 | Suitable facilities, equipment and resources, including: workplace documentation and/or information, workplace forms if applicable. | | MSFGN2001 | Rules, tapes measures, squares, callipers weighing scales, calculators, computers, laser or equivalent technology. Access to furniture, resilient and woven and timber flooring materials, soft furnishing items, liquids used in furniture manufacturing and installation, glass and relevant components. | | HLTAID003 | Suitable facilities, equipment and resources, including access to adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures, adrenaline auto-injector training device, AED training device, placebo bronchodilator and spacer device  roller and triangular bandages, wound dressings, workplace First Aid kit, workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports. | | MSFGG2014 | Suitable facilities, equipment and resources, including: equipment, tools and materials required to cut thin glass, glass product to be cut, safety and personal protective equipment, work orders and workplace procedures. | | MSFGG2015 | Suitable facilities, equipment and resources, including: equipment, tools and materials required to process glass, glass product to be processed, safety and personal protective equipment, work orders and workplace procedures. | | MSFGG3039 | Suitable facilities, equipment and resources, including: glass storage and handling area, trolleys and/or stillage’s, work benches and racks. Glass sheet to be relocated, safety and personal protective equipment, work orders and workplace procedures. | | MSMENV272 | Suitable facilities, equipment and resources, including: environmental regulations, guidelines and procedures and workplace incident reporting procedures and forms. | | MSFGG2012 | Suitable facilities, equipment and resources, including: freefall rack and table, glass product for freefalling, glass handling equipment and hand tools, safety and personal protective equipment, work orders and workplace procedures. | | MSFGG2013 | Suitable facilities, equipment and resources, including: glass sheets to be moved, equipment, tools and materials to move glass, safety and personal protective equipment, work orders and workplace procedures. | | MSFGG2016 | Suitable facilities, equipment and resources, including: product materials and components, appropriate equipment, tools and materials, safety and personal protective equipment, work orders and workplace procedures. | | MSFGG3028 | Suitable facilities, equipment and resources, including: equipment, tools and materials, safety and personal protective equipment, work orders and workplace procedures. | | MSFGG3029 | Suitable facilities, equipment and resources, including: product information, AS/NZS documentation as detailed in the Knowledge Evidence, customer requirements and workplace procedures. | | MSFGG3033 | Suitable facilities, equipment and resources, including: equipment, tools and materials to install shower screens, Work orders and workplace procedures. | | MSFGG3035 | Suitable facilities, equipment and resources, including: equipment, tools and materials to install mirrors and glass splashbacks, work orders and workplace procedures. | | MSFGG3036 | Suitable facilities, equipment and resources, including: equipment, tools and materials to install commercial glazing products, work orders and workplace procedures. | | MSFGG3037 | Suitable facilities, equipment and resources, including: equipment, tools and materials to install structural glazing products, work orders and workplace procedures. | | MSFGG3038 | Suitable facilities, equipment and resources, including: a commercial site for glazing and reglazing, equipment, tools and materials to complete commercial glazing, work orders and workplace procedures. | | MSFGN3001 | Suitable facilities, equipment and resources, including: a range of drawings, standards, plans, specifications and cutting lists relevant to the work, safety procedures, regulations, quality standards, enterprise procedures, and all necessary facilities and associated equipment. | | MSFGN3002 | Suitable facilities, equipment and resources, including: specifications and costs of relevant products, equipment and materials; information on labour costs and availability; safety procedures; regulations; quality standards; enterprise procedures; and all necessary facilities and associated equipment, including calculators, computers and relevant software. | | MSFGG2011 | Suitable facilities, equipment and resources, including: locations and/or frames requiring glazing and reglazing,  Frames and glass. Equipment, tools and materials to perform tasks specified in work orders, work orders and workplace procedures. | | CPCCCM2010B | Suitable facilities, equipment and resources, including: an induction procedure and requirement, relevant specifications and work instructions, tools and equipment appropriate to applying safe work practices, workplace instructions relating to safe work practices and addressing hazards and emergencies, material safety data sheets, research resources, including industry related systems information. Specific tools and equipment include: air compressors and hoses, hand and power tools, nail guns, power leads, scaffolding. | | MSFGN3002 | Suitable facilities, equipment and resources, including: enterprise work orders and instructions. Industry codes and symbols. Product designs, patterns and prototypes. Building/architectural plans. Australian, international and enterprise quality standards and procedures. Work scheduling documentation and job procedures | |
| Trainer and Assessor Qualifications and Industry Experience | Minimum qualification of Certificate III in Glass and Glazing or equivalent.  As of 30 June 2019, trainers and assessors must hold:   * TAE40116 Certificate IV in Training and Assessment or its successor **or** * TAE40110 Certificate IV in Training and Assessment plus the following units:   + TAELLN411 (or its successor) or TAELLN401A, and   + TAEASS502 (or its successor) or TAEASS502A or TAEASS502B **or** * A diploma or higher level qualification in adult education.   Training and assessment is delivered only by persons who have:   * a) Vocational competencies at least to the level being delivered and assessed * b) Current industry skills directly relevant to the training and assessment being provided * c) Current knowledge and skills in vocational training and learning that informs their training and assessment. |
| Learning Resources | Each unit will have a set of comprehensive unit notes, class activities, practical task with relevant drawings and instructions, teaching and learning resources, assessments and RPL documents which will be available on the Learning Bank. Supporting resources such as policies, procedures, work orders will be available on the Learning Bank and through the simulated workshop.   * TAFE NSW will provide access to Moodle for students to utilise for each unit of competency as required. * Learner resources will be provided to students by the teacher/trainer as required. * Specific Australian standards, codes of Practice, regulations that need to be utilised will be given to students via the trainer / assessor.   Access to library services including books, industry journals and magazines, on-line data bases and legislation documents specific to trade profile. Access to trade relevant multimedia learning materials. |

### 2.7 Industry Engagement

Training and assessment practices must be relevant to the needs of industry and informed by industry engagement, this may also influence resources and staff currency. Details below are of the most current engagement activities undertaken for this training product.

Table 6 SkillsPoint Engagement

| No. | Industry/Organisation | Representative Name | Contact Details  (Email/Telephone) | Date of Consultation | How did this engagement influence one or more of the following?   * Qualification/ Course / Skill set selection * Elective selection and/or sequencing * Mode of study * Training Methods * Assessment Methods * Trainer and assessor requirements * Training and assessment resources and equipment * Contextualisation |
| --- | --- | --- | --- | --- | --- |
| **1** | Glass and glazing industry Peak body  Private organisations employing glass and glazing apprentices and graduates including regional, metro, residential and commercial businesses.  Cross sector applications   * Glazers * Window and door manufacturers * Shower screens, splash backs and mirrors * Balustrade manufacturers and installers * Glass processors | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04  MRS\_18\_13\_MSF30418\_IER\_05  MRS\_18\_13\_MSF30418\_IER\_06  MRS\_18\_13\_MSF30418\_IER\_07  MRS\_18\_13\_MSF30418\_IER\_08  MRS\_18\_13\_MSF30418\_IER\_09  MRS\_18\_13\_MSF30418\_IER\_10  MRS\_18\_13\_MSF30418\_IER\_11 | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04  MRS\_18\_13\_MSF30418\_IER\_05  MRS\_18\_13\_MSF30418\_IER\_06  MRS\_18\_13\_MSF30418\_IER\_07  MRS\_18\_13\_MSF30418\_IER\_08  MRS\_18\_13\_MSF30418\_IER\_09  MRS\_18\_13\_MSF30418\_IER\_10  MRS\_18\_13\_MSF30418\_IER\_11 | 30/01/2019,  19/03/2019,  21/03/2019,  3/05/2019,  18/10/2019,  21/10/2019,  23/10/2019,  28/10/2019,  29/10/2019,  1/11/2019,  11/11/2019, | **Qualification selection**  Feedback was gathered from a broad cross sector of glass and glazing stakeholders including national and state wide providers, family owned glazing businesses and the peak body for the glass and glazing industry representing window manufacturers, glass manufacturers, glass processors, merchants, glaziers and suppliers of supporting machinery, services and materials.  Stakeholders included metro and regional providers covering four regions, commercial and residential installers with coverage of window and door, mirror and splashback, shower screen and balustrade applications. Various sources were used to gain feedback on the skills and knowledge required by the glass and glazing industry. Specific needs were identified by stakeholders through surveys, written responses, verbal feedback and described in current job advertisements.  **Feedback**  Stakeholder feedback described the skills and knowledge required for job roles and in some cases indicated the preferred qualification by name. Despite sector diversity, many of the core skills and knowledge consistently aligned, the main differentiation was the need for specific skills and knowledge for specific installation types.  Core themes identified:   * Safety and/or construction induction safety certificate (white card) was mentioned with one stakeholder from the North region advertising the need for their window and door fabricators to possess or display safety mindedness. * Working as part of a team and communication skills was another recurring theme. * The majority of job roles required some kind of glass handling, cutting or processing. Processing glass by basic machines was specifically mentioned as required by a representative from one of Australia's most iconic glass and glazing brands. They noted that the unit was ‘*good to have as a core to understand the feel and how to do things*’ as well as flagging the unit ‘*reinforces the fragility of glass.*’ * The need for skills in measuring were emphasized in a few job advertisements for installation and assembly roles.   The peak body identified the need for the ‘*glazing’* stream of the qualification as this is linked to a licencing outcome in NSW, although it was also noted that a qualification containing a broad cross section of skills was also important, this was reinforced through further consultation with employers and review of job advertisements.  Although all stakeholders that identified a specific qualification focused on the Certificate III in Glass and Glazing, there was some potential interest from stakeholders in the Certificate III in Fenestration and a suggestion from the peak body that there may also be a market for the Certificate IV in Glass and Glazing.  **Action**  Stakeholder feedback described the skills and knowledge required for job roles which were matched to the MSF30418 Certificate III in Glass and Glazing qualification.  The Certificate III qualification was identified as appropriate to address the themes identified above as the following units are core:   * MSFGG3039 - Manually move glass * HLTAID003 - Provide first aid * MSFGN2001 - Make measurements and calculations * MSMSUP106 - Work in a team * MSFGG2014 - Cut thin glass by hand * MSMSUP102 - Communicate in the workplace * MSFGG2015 - Process glass by basic machines * MSMENV272 - Participate in environmentally sustainable work practices   The Group A elective selected is CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry  To meet the needs of the varied sector TAFE NSW has packaged a broad industry focused qualification with specialisation in glazing. |
| **2** | Glass and glazing industry Peak body | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04 | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04 | 30/01/2019,  19/03/2019,  21/03/2019,  3/05/2019 | **Mode of study**  A range of glass and glazing stakeholders including the national peak body, a national commercial and domestic glazing service provider, a glazing, property maintenance and specialised service provider and a full-service glass processing company indicated their preference for the mode of study.  **Feedback**  The national peak body noted that ‘*there is only one delivery site for TAFE NSW’* and ‘*it would be good to have the capacity to train and assess on the job supported by online delivery of theoretical content*.’  All stakeholders indicated their preference for a mixture of delivery modes including some face to face either at a TAFE NSW campus or in the workplace supported by online materials such as videos and practice activities.  The national commercial and domestic glazing service indicated that the primary mode should be face to face preferably on campus ‘*as you are not distracted by workplace issues*’ and suggested that online material is used as reinforcement. The glazing, property maintenance and specialised service provider agreed that online was ok if it was in combination with face to face delivery as well as indicating that similar compatible units could potentially be clustered together.  **Action**  TAFE NSW is considering adopting a blended mode of delivery that includes online learning in combination with face to face delivery either in a simulated work environment at a TAFE NSW campus or on site in the workplace. |
| **3** | Glass and glazing industry Peak body  National and local employers of glass and glazing apprentices and graduates. | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04 | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04 | 30/01/2019,  19/03/2019,  21/03/2019,  3/05/2019 | **Training methods**  A range of glass and glazing stakeholders including the national peak body, a national commercial and domestic glazing service provider, a glazing, property maintenance and specialised service provider and a full-service glass processing company indicated their preferred training methods.  **Feedback:**  There was unanimous support for face to face training supported by some online learning with the full service glass processing company stating that ‘*everyone learns differently and responds in different ways to learning new things’*, they asserted that they believe ‘*it’s up to the teacher to decide the best way to teach the course he/she is conducting’.* They recalled that they learnt effectively through observation of a demonstration then application under supervision. The also felt ‘*it is practical to be able to do some training online and not take up class time with something the student can do in their own time*.’  The national employer suggested that ‘*using online technology may be a good option for regional or remote areas as this is still technically face to face (if it’s Skype)’*. This would allow students in regional and remote areas of NSW to access training and assessment. This was supported by similar comments from the peak body.  There was consensus that written theory notes or presentations with images were a preferred training method and that access to training materials should be 24/7 and compatible with any device.  Theory notes with images combined with face to face had the majority preference. In addition to face to face and written theory notes, video demonstrations, paper-based practice quizzes as well as online quizzes with multiple attempts, accessible on any device 24/7 were popular and one stakeholder indicated a preference for voice over and/or live recorded presentations.  The national employer noted that ‘videos would be a good in addition, to mix it up, picture tells a thousand words, video even more.’ As well as confirming that audio only is outdated. They also mentioned an activity book used by TAFE QLD was a great reinforcement of current learning and that virtual reality was likely ‘*too much gloss’*. Importantly they expressed concern over the use of online quizzes such as those used in the peak bodies AS1288 online training. They explained that ‘*online quiz (is) good for reinforcement of learning but not learning itself.*’  Overall it was clear that stakeholders felt that a combination of all the above was preferred.  **Action**  TAFE NSW is considering utilising a range of training methods including a combination of written theory notes with images and questioning, online resources such as video demonstrations where available to support by face to face in class demonstrations in a simulated work environment.  TAFE NSW is exploring the possibility of developing online practice quizzes and activities with immediate feedback and multiple attempts as well as theory with voice over and/or live recorded presentations as online learning materials and activities, where possible these will be accessible 24/7 on any device. |
| **4** | National and local employers of glass and glazing apprentices and graduates. | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04 | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04 | 19/03/2019,  21/03/2019,  3/05/2019 | **Assessment methods**  Glass and glazing stakeholders including the national peak body, a national commercial and domestic glazing service provider, a glazing, property maintenance and specialised service provider and a full-service glass processing company indicated their preference for the method of assessment.  **Feedback:**  A range of assessment methods were identified by stakeholders including:   * observations in a simulated workplace * project based skills assessment (over time with product assessment) * Theory assignment (over time with ability to research) * practical exam and/or theory exams (specific day/time) * workplace assessment and/or workplace evidence (observation, photos and/or videos)   The full-service glass processing company indicated that ‘*open book is ok as you always have access to your phone in the workplace and can google everything’*. They also noted that workplace assessment would be good but not essential as photos and/or videos could cover this. The national employer also acknowledged that workplace assessment is ok but flagged that the ‘*logistics are difficult.*’  In addition, there was the suggestion that product/project assessment and/or a portfolio of work could be used for assessment as ‘it shows a lot about the student’s capability and quality e.g. cleanness, finish, standard adherence’ and an assignment was recognised as less stressful than an exam.  **Action**  TAFE NSW to consider using a combination of practical observations, project-based skills assessments, practical and theory exams and workplace evidence as possible assessment methods after consideration of the assessment conditions of each unit. Where possible assessment may be clustered to represent a whole of job task in the form of a portfolio or product/project assessment and/or conducted on the job.  TAFE NSW is also exploring the possibility of workplace evidence capture (photos and/or videos) to inform assessment decisions. |
| **5** | National and local employers of glass and glazing apprentices and graduates. | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_04 | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_04 | 19/03/2019,  3/05/2019 | **Equipment**  Two stakeholders including a national commercial and domestic glazing service provider and a full-service glass processing company provided feedback on equipment.  **Feedback**  It was noted by one stakeholder that they believe *‘it is good for the apprentice to learn how to use some of the older machinery but it shouldn’t be focused on as in the production industry most of this machinery has been phased out, but for glaziers some smaller shops the older machinery is still useful*.’  There were also some specific references to equipment that will be discussed under the contextualisation feedback.  **Action**  TAFE NSW sort advice from industry stakeholders on the type of equipment they required and has included this. |
| **6** | Glass and glazing industry Peak body  Private organisations employing glass and glazing apprentices and graduates including regional, metro, residential and commercial businesses.  Cross sector applications   * Glazers * Window and door manufacturers * Shower screens, splash backs and mirrors * Balustrade manufacturers and installers * Glass processors | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04  MRS\_18\_13\_MSF30418\_IER\_05  MRS\_18\_13\_MSF30418\_IER\_06  MRS\_18\_13\_MSF30418\_IER\_07  MRS\_18\_13\_MSF30418\_IER\_08  MRS\_18\_13\_MSF30418\_IER\_09  MRS\_18\_13\_MSF30418\_IER\_10  MRS\_18\_13\_MSF30418\_IER\_11 | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_01  MRS\_18\_13\_MSF30418\_IER\_02  MRS\_18\_13\_MSF30418\_IER\_03  MRS\_18\_13\_MSF30418\_IER\_04  MRS\_18\_13\_MSF30418\_IER\_05  MRS\_18\_13\_MSF30418\_IER\_06  MRS\_18\_13\_MSF30418\_IER\_07  MRS\_18\_13\_MSF30418\_IER\_08  MRS\_18\_13\_MSF30418\_IER\_09  MRS\_18\_13\_MSF30418\_IER\_10  MRS\_18\_13\_MSF30418\_IER\_11 | 30/01/2019,  19/03/2019,  21/03/2019,  3/05/2019,  18/10/2019,  21/10/2019,  23/10/2019,  28/10/2019,  29/10/2019,  1/11/2019,  11/11/2019, | **Elective selection**  Feedback was gathered from a broad cross sector of glass and glazing stakeholders was used to identify electives that had cross sector applications. Sector coverage included; commercial and residential, small to medium, large, state based and national enterprises, regional and metro providers, installers with coverage of window and door, mirror and splashback, shower screen and balustrade applications. Feedback from the national glass and glazing peak body has also been considered.  **Feedback**  The majority of job roles required some kind of glass handling and MSFGG2012 - Operate glass freefall rack and table and MSFGG2013 - Move single glass sheets by mechanical means were specifically identified as required electives.  **Feedback**  The inclusion of MSFGG3029 - Assess glass and glazing requirements was considered ‘*absolutely essential’* by the national commercial and domestic glazing service provider. The importance of being able to determine and evaluate glass and glazing requirements against the requirements of relevant Australian Standards regarding balustrades is a critical focal point of the 2019 ‘*Close to the edge: balustrades - complexity, codes and casualties’* national conference.  **Feedback**  The need for skills in fabricating, assembly, as well as gazing and reglazing residential windows and doors were strong reoccurring themes with the national employer asserting MSFGG2011 - Glaze and reglaze residential windows and doors is ‘*absolutely essential’*, they want to ensure that the graduates have been ‘trained in a minimum of these requirements to assist with recruiting and minimise training time on the job.’ Many job advertisements referred to fabricating aluminium and steel windows and doors. MSFGG3028 - Select, cut and process materials for glazing products and MSFGG2016 - Assemble glazing products were also identified by employers as relevant.  **Feedback**  The national employer explained that MSFGN3002 Estimate and cost jobs ‘is important as a life skill along with trade application’.  **Feedback**  The need for skills and knowledge in reading and interpreting work documents was an absolute essential for one employer and listed as a requirement in the job description of another.  **Feedback**  CPCCCM2010B - Work safely at heights has been included as there is a high likelihood of graduates being required to work at heights under strict WHS requirements. This inclusion was supported by the national commercial and domestic glazing service provider and it was noted that one of the job advertisements was specifically targeting applicants who will be working on high-rise buildings.  **Feedback**  The peak body explained that due to NSW licencing requirements graduates must hold a Certificate III in Glass and Glazing (specialising in Glazing). They also explained that the industry includes a range of stakeholders that need to be considered when selecting electives. Stakeholders include:   * Glazers (glazing and reglazing) * Window and door manufacturers * Shower screens, splash backs and mirrors * Balustrade manufacturers and installers (structural glazing) * Suppliers of glass and glazing machinery * Glass processors * Contractors * Regional and metropolitan employers * Commercial and residential providers   The requirement for skills in these areas were identified in several job descriptions that in some cases listed more than one of the above points. The inclusion of both commercial and residential glazing as well as a range of installation skills was flagged as important by several employers. The national employer specifically commented that MSFGG3035 - Install mirrors and glass splashbacks is required as mirror doors are very common and glass splash back installations are becoming more common. They also explained the importance of MSFGG3033 - Install shower screens, in that every home has at least 1 to 2 shower screens that range from the most common being framed, followed by semi-frameless to the most expensive frameless shower screen installations.  **Action**  TAFE NSW has packaged a Certificate III in Glass and Glazing (specialising in Glazing) to meet NSW licencing requirements and included the following units to address the required skills and knowledge identified by stakeholders.   * MSFGG2012 - Operate glass freefall rack and table * MSFGG2013 - Move single glass sheets by mechanical means * MSFGG3029 - Assess glass and glazing requirements * MSFGG2011 - Glaze and reglaze residential windows and doors * MSFGG3028 - Select, cut and process materials for glazing products * MSFGN3002 Estimate and cost jobs * MSFGG2016 - Assemble glazing products * MSFGN3001 - Read and interpret work documents * CPCCCM2010B - Work safely at heights * MSFGG3035 - Install mirrors and glass splashbacks * MSFGG3033 - Install shower screens * MSFGG3036 - Install commercial glazing products * MSFGG3037 - Install structural glazing products * MSFGG3038 - Conduct commercial and structural reglazing   **Feedback**  A full-service glass processing company suggested there were a few skills and knowledge missing that would be helpful for their specific workplace including:   * Cutting and processing thick glass by hand for 8mm to 12mm. * Basic CAD drawing. * CNC machine operation   **Action**  It is important to note that there is an industry shortage of qualified trainers in these areas and little demand for graduates. To ensure cross sector mobility and ensure increased employment prospects for graduates as well as licencing outcomes TAFE NSW will focus initially on the glazing specialisation.  TAFE NSW to explore the possibility of developing a processing stream in the future that could include the following units.   * MSFFM3009 Produce manual and computer-aided production drawings * MSFGG3031 Cut thick glass * There are no CNC units in MSF30418 Certificate III in Glass and Glazing, TAFE NSW to explore which units could be imported. |
| **7** | National commercial and domestic glazing service provider employing glass and glazing apprentices and graduates. | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_02 | Please refer to Industry Engagement Record(s):  MRS\_18\_13\_MSF30418\_IER\_02 | 19/03/2019 | **Contextualisation**  A representative from one of Australia's most iconic glass and glazing brands provided specific feedback on the content of several units from their specific industry perspective to be considered when contextualising training products.  **Feedback**  Detailed comments on the training and assessing of the following units were received:   * MSFGG2015 - Process glass by basic machines * different types of automation available in industry * different types of basic machines used in industry * MSFGG2013 - Move single glass sheets by mechanical means * Types of equipment to consider for assessment   1. Glass dolly   2. Mini crane with vacuum sucker (also fits in the category of portable lifter)   3. Vacuumed rig * MSFGN3001 - Read and interpret work documents * importance of clarity of terminology and drawing design * MSFGG3033 - Install shower screens * installation of at least one frameless shower screen and to consider also installing a semi frameless shower screen as the second installation. * MSMENV272 - Participate in environmentally sustainable work practices   + awareness of the limitations and costs associated with glass recycling   + awareness of applications for recycled glass * MSFGG3037 - Install structural glazing products   + reference to standards and risks associated with incorrect installation   **Action**  TAFE NSW will cross check unit requirements and consider contextualising the above units to include these suggestions and provide the product specialist with a copy of the detailed feedback to assist with product development. |

3. Transition Arrangements

When there is a change to the Training Package that impacts on this TAS, the SkillsPoint will work with Standards and Compliance teams to complete a Transition Plan and notify all staff affected as soon as possible.

TAFE NSW complies with clauses 1.26 and 1.27 of the *Standards for RTOs 2015*. When there are major changes to the Training Package, the SkillsPoint will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. The progress of the transition will be implemented by the Delivery, Implementation and Performance and Skills Teams and monitored by Standards and Compliance teams.

Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products.

Does this qualification require the completion of a Transition Plan  Yes  No

If yes, a completed Transition Plan is attached.

4. Structure, Delivery and Assessment

### 4.1 Volume of Learning

**Volume of Learning** includes all activities required to be undertaken by the typical student to achieve learning outcomes. It is comprised of the Amount of Training + the Amount of Assessment + Unstructured Learning.

**Amount of Training** takes into consideration the existing skills, knowledge and experience of students, the mode of delivery, availability of resources and the number of units. It is the **Structured Learning** – formal learning activities, which may consist of

• Lectures or tutorials, on-line tasks and forums

• Learning activities

• Structured workplace experience

• Workshop activities

• Structured prescribed reading

• Prescribed follow-up activities

**Unstructured Learning** may include private study, assignment preparation, work experience and research.

A justification must be included for any differences between the **AQF Volume of Learning indicator** and the total hours in each instance of course delivery. Factors that may reduce volume of learning can include the number of units packaged in the qualification, student having pre-existing knowledge and skills, mode of delivery and clustering of units. For further information see [Fact Sheet - Amount of Training](https://www.asqa.gov.au/news-publications/publications/fact-sheets/amount-training).

The **AQF Volume of Learning indicator** for this product is: Certificate III 1200-2400 hours

The **Total Amount of Training Hours** for this product is: **454**

The **Total Amount of Assessment Hours** for this Product is: **46**

The Total Estimated **Unstructured Learning Hours** for this product are: **1310**

The **Total Volume of Learning** for this product is: **1810**

### 4.2 Delivery Strategy

Details of the Volume of Learning for this training product are outlined below:

Table 7 Volume of Learning - Detail

| **No.** | **Delivery Mode** | **Types of Structured Learning** | **Structured Learning**  **Hours** | **Assessment Hours** | **Unstructured Learning Hours** | **Volume of Learning** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Face to face** | Lectures or tutorials, Assignments  Workshop / practical tasks | 354 |  |  | 354 |
| **2** | **On-line** | On-line Moodle tasks and forums, including prescribed reading, links, learning activities and practice quizzes | 100 |  |  | 100 |
| **3** | **Assessment** | Knowledge and Skill Assessment |  | 46 |  | 46 |
| **4** | **Workplace learning experience as per Apprentice / Trainee training plan** | Workplace Learning (as per apprentice training plan)  2hrs per day / 10hrs per week/46 weeks per year x 2.5 years |  |  | 1150 | 1150 |
| **5** | **Self-directed** | Review of structured activities  1hrs per week over 2.5 years attendance pattern |  |  | 80 | 80 |
| **6** | **Self-directed** | Preparation for assessments  1hrs per week over 2.5 years attendance pattern |  |  | 80 | 80 |
| **TOTAL VOL** | |  | **454** | **46** | **1310** | **1810** |

**Outline of Delivery Strategy and Justification for variance in Volume of Learning from the AQF Indicator:**

Structured learning Hours are broken into Face to Face and on-line components.

Assessment hours include Skills based assessments, knowledge based assessments, and some regions may choose to deliver these in the workplace based on consultation with regional employer needs and delivery team’s capability.

**Student cohort**

Students enrolled in this qualification are apprentices employed full time seeking to gain skills and knowledge to become a qualified Glass and Glazing technician after successful completion. Students will work in industry and study at the same time.

**Duration:**

The duration of this qualification will be 50 days of attendance across 5 semesters over 2.5 years

Attendance pattern follows a day attendance pattern:

50 days of 8hrs per day.

20 days Stage 1, year 1 (2 semesters)

20 days Stage 2, year 2 (2 semesters)

10 days Stage 3, year 3 (1 semester)

**Elective choice**

Electives for this qualification stream have been chosen based on consultation with industry and across TAFE NSW delivery sites.

**Volume of Learning:**

The Volume of Learning for this training product is 1810. Students will engage in 500 hours of training and assessment in a face to face delivery mode. This is supplemented by self-directed unstructured learning to review activities, prepare for assessments and apprentice monitoring in the workplace. Apprenticeships combine work based training with an employer and formal training with TAFE NSW. Apprentices are under a signed Training contract which is regulated by the government and Training Services NSW and this allows the apprentice to gain work based experience over the period of time that they are engaged in study and this is captured in the 1310 hours of unstructured learning activities and work based learning and mentoring.

**Delivery and Assessment**

Delivered over 3 years as per timeline in Table 8: Delivery and Assessment schedule.

The sequencing of units within each stage in table 8 may change pending the needs of local delivery locations

Delivery plan for this qualification stream will vary based on availability at each site of TAFE NSW glass and glazing workshops and this will be determined by the Product Implementation Planners and Resources Monitoring Officers

Delivery sites will work with their customers and HOSTs to determine best delivery pattern and capability.

**The delivery modes consist of:**

Face to face delivery supervised by a facilitator including lectures, tutorials and assignments. Also includes practical workshop learning activities. All learning activities completed by whole class, in small groups and individually at various points. Class based lessons cover the knowledge components of the units and the technical skills are developed in the simulated glass and glazing workshop.

Online delivery via Moodle and Learning Bank, this will include self-paced structured learning activities completed individually, recorded sessions, tasks and forums, including prescribed reading, links, learning activities and practice quizzes and access to online resources to support learning equating to 100 hours as per table 7.

Self-directed - review of structured activities and preparation for assessment is recommended for students enrolled in this course. It is reasonably expected that students would undertake self-directed learning activities and assessment preparation for 2 hours per week over the 32 weeks of the TAFE NSW calendar for two and half years.

**Workplace Learning Experience**

Workplace learning experience - unstructured on the job learning as part of their apprenticeship training plan.

According to “A guide to Apprenticeships and Traineeships in NSW” by Dept of Industry – Section 6.2.1 Training Obligations, an employer of an apprentice or trainee must:

*Ensure that the apprentice or trainee receives the work-based training by providing appropriate supervision and all necessary facilities, resources and opportunities to acquire the skills of the vocation.*

As part of the agreement of the Apprentice Training Plan, an employer is accepting their obligation to provide the apprentice with sufficient practice and exposure in the workplace over the duration of the apprenticeship to all criteria in the units of competency listed in the Training Plan.

During this unstructured on-the-job learning the student will put into practice the skills they have learned at TAFE into a real work environment providing a hands on approach to refining their skills for particular jobs, roles and requirements of their workplace.

As part of the unstructured hours, employers (as part of training contract conditions outlined in the student’s Training Plan) negotiate units of study for which they can provide the student with the necessary experiences and learning to become workplace competent.

The amount of unstructured work based learning is 10 hours per week for duration of this qualification.

**Assessment:**

Assessment includes both knowledge and skills assessment tasks. All assessment activities will be conducted in the simulated workplace environment at TAFE that fully replicates a flooring workshop.

Skills assessments will include direct observation of tasks in the simulated flooring workshop and will use all the required tools, materials, equipment and follow standard work practices and safety requirements.

Knowledge assessment will include access to TAFE classroom, computers, assessment tasks and supporting materials required to complete assessment.

Assessment is structured so that a number of performances may be demonstrated and assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge that is able to be transferred to other circumstances and environments.

Assessors will gain employer confirmation of competence in accordance with Training Services NSW requirements for Apprentice training plans for final sign off of units of competence.

**Student Support:**

The apprentice and employer will receive a work plan outlining skills required at agreed timelines, and a learning and assessment plan which will be supported by the apprentice’s Training Plan.

Progress through the course is monitored against the apprentices’ Training Plan so that any issues are identified and rectified in a timely manner. Trainer/assessors communicate with the employer on a 6 monthly timeframe to discuss the students’ progress, to negotiate any changes to a plan requested by the employer, and to discuss any intervention strategies such as gap training to address any units where the student has been deemed Not Competent (NC).

Further support will be provided via fluid communication with teaching staff including ESOs and added sessions as appropriate. The aligned TAFE teacher will provide support as required in delivery and assessment to the context of each workplace.

### 4.3 Assessment

*Table 8* below provides a description of the sequencing of units throughout the program. It also outlines the delivery strategy, the mode (face to face, online, workplace, etc.), the hours of training and assessment required and the assessment methodology.

#### Assessment Method Legend

The assessment methods used for this training product are as follows:

**Sk Skills** (role play scenario, presentation, practical, observation)

**Kn Knowledge** (multiple choice, true or false, short answer questions)

**Pro Project** (report, research based project, journal, essay)

**CS Case study** (case study scenario, reflection)

**TLB Training Log Book**

**Prt Portfolio** (samples of work in a workplace environment)

**O Other** (add description)

#### Delivery and Assessment

Table 8 Delivery and Assessment Schedule

| **Sequence.** | **Unit Code and Unit Title** | **Cluster Group #**  **Or Stand Alone** | **Unit Delivery Mode** | **Training and Assessment Hours** | **Unit**  **Start and End dates** | **Assessment:**  **Methods and Weighting**  *(refer to legend)* | **Assessment: Due Dates** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester 1 – Stage 1** | | | | | | | |
| **1** | CPCCOHS2001A – Apply OHS requirements, policies and procedures in the construction industry | Stand alone | Blended | **T: 18**  **A: 2** |  | Sk – Practical, Observation - 25%  Kn - Short answer questions - 25%  Pro- Self-paced assignment 50 % |  |
| **2** | MSFGG3039 – Manually move glass | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **3** | MSFGG2012 – Operate glass freefall rack and table | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **4** | HLTAID003 – Provide first aid | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **5** | MSFGN2001 – Make measurements and calculations | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **Semester 2 – Stage 1** | | | | | | | |
| **6** | MSFGG3029 – Assess glass and glazing requirements | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **7** | MSMSUP106 – Work in a team | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **8** | MSFGG2014 – Cut thin glass by hand | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **9** | MSFGG2011 – Glaze and reglaze residential windows and doors | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **Semester 1 – Stage 2** | | | | | | | |
| **10** | MSMSUP102 – Communicate in the workplace | Stand alone | Blended | **T: 18**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **11** | MSFGG2015 – Process glass by basic machines | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **12** | MSFGG2013 – Move single glass sheets by mechanical means | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **13** | MSFGN3001 – Read and interpret work documents | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **14** | CPCCCM2010B – Work safely at heights | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **Semester 2 – Stage 2** | | | | | | | |
| **15** | MSFGG3028 – Select, cut and process materials for glazing products | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **16** | MSFGG2016 – Assemble glazing products | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **17** | MSFGG3033 – Install shower screens | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **18** | MSFGG3035 – Install mirrors and glass splashbacks | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **19** | MSFGN3002 – Estimate and cost job | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **Semester 1 – Stage 3** | | | | | | | |
| **20** | MSMENV272 – Participate in environmentally sustainable work practices | Stand alone | Blended | **T: 18**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **21** | MSFGG3036 – Install commercial glazing products | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **22** | MSFGG3037 – Install structural glazing products | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **23** | MSFGG3038 – Conduct commercial and structural reglazing | Stand alone | Blended | **T: 20**  **A: 2** |  | Sk – Practical, Observation - 50%  Kn -  Short answer questions - 50% |  |
| **Total** |  |  |  | **T: 454**  **A: 46** |  |  |  |

5. Master TAS Approval

**Product Manager**

Name: ngriffiths1(NEIL.GRIFFITHS@tafensw.edu.au)Neil GRIFFITHS

Signature: Approval was given electronically in DATA (see request 4031):

<https://live.nei.tafensw.edu.au/DATA2/Site/Approvals/step2.aspx?request_id=4031>

Date: 18/12/2019, 11:44 AM

**Senior Manager, Product Development Support**

Name: hcosgrove (Helen.Cosgrove3@tafensw.edu.au)Jo Fuller

Signature: Approval was given electronically in DATA (see request 4031):

<https://live.nei.tafensw.edu.au/DATA2/Site/Approvals/step2.aspx?request_id=4031>

Date: 18/12/2019, 03:18 PM

**Head of SkillsPoint**

Name: pfarrow5 (Paul.Farrow3@tafensw.edu.au)Paul FARROW

Signature: Approval was given electronically in DATA (see request 4031):

<https://live.nei.tafensw.edu.au/DATA2/Site/Approvals/step2.aspx?request_id=4031>

Date: 18/12/2019, 03:37 PM

PART B – Delivery TAS Information

6. Delivery Details

**Delivery Location**

Campus:

Region:

**Offering Owner**

Name:

ebs Identifier:

**Mode/s of Delivery**

Face to Face Learning

Workplace Training

Online Learning

Blended

Other:

**Details of Target Student Group**

**Duration**

Total Hours:

Total Weeks:

Start and End Date:

### 6.1 Entry Requirements

The following **local entry requirements** exist for this course:

### 6.2 Additional Student Support at Delivery Location

The following additional Student Support is available:

### 6.3 Contextualisation

Following from the Delivery Strategy outlined in Section 4 above, the following arrangements have been made to contextualise delivery of this Training Product to meet the needs of this student group:

7. Third Party Arrangements

Are any training and assessment components for this product delivered by a third party, and if so has the required written agreement been put in place?  Yes  No

If yes, please provide a summary of the third party arrangement:

Have the details of this arrangement been attached?  Yes  No

Have details of this arrangement been provided to TAFE NSW Governance, Legal and Risk?  Yes  No

Has ASQA been notified of this arrangement prior to any delivery commencing?  Yes  No

8. Staff Qualifications and Industry Experience

Insert link to detailed staff matrix.

Table 9 Staff Matrix

| **No** | **Units of Competency Delivering / Assessing**  (multiple units can be grouped together) | **Trainer/ Assessor Name** | **Trainer, Assessor or Both** | **Training and Assessment Qualifications**  **AND**  **Current evidence of ongoing development in training and assessment practice**  *(including correct title, name of provider and date)* | * **Vocational Qualifications** * **Licences** * **Professional development including ongoing exposure and development to maintain currency of industry skills**   *(including correct title, name of provider and date)* |
| --- | --- | --- | --- | --- | --- |
| *Delete this row after completing table* | *RII30915 - Certificate III in Civil Construction (Release 1)*  *RIIBEF201D*  *RIICOM201D*  *RIIOHS201D* | *Joe Bloggs* | Trainer only | * TAE40110 Certificate IV in Training and Assessment – ABC Training 23 November 2016. * VELG Assessment Practices Workshop 5 June 2018. * HTAN Training News Update Breakfast Meeting 26 March 2018. * ASQA Training Provider Briefing Session June 2018 | * BCC30107 - Certificate III in Civil Construction – XYZ Training 17 June 2008. * RII30913 - Certificate III in Civil Construction – Bendigo Kangan Institute – 03 June 2013 * CPCCOHS1001A - Work safely in the construction industry - XYZ Training 3 Sep 2009. * Construction Australia Expo, Brisbane, 11 March 2017 * Australian Building Codes Board Seminar, Canberra, 20 October 2017 * Civil Engineer operating own consultancy from 2005-current. |
| **1** |  |  | Choose an item. |  |  |
| **2** |  |  | Choose an item. |  |  |
| **3** |  |  | Choose an item. |  |  |
| **4** |  |  | Choose an item. |  |  |
| **5** |  |  | Choose an item. |  |  |
| **6** |  |  | Choose an item. |  |  |
| **7** |  |  | Choose an item. |  |  |
| **8** |  |  | Choose an item. |  |  |
| **9** |  |  | Choose an item. |  |  |
| **10** |  |  | Choose an item. |  |  |
| **11** |  |  | Choose an item. |  |  |
| **12** |  |  | Choose an item. |  |  |
| **13** |  |  | Choose an item. |  |  |
| **14** |  |  | Choose an item. |  |  |
| **15** |  |  | Choose an item. |  |  |
| **16** |  |  | Choose an item. |  |  |
| **17** |  |  | Choose an item. |  |  |

9. Additional Industry/Community Engagement

Training and assessment practices must be relevant to the needs of industry and communities and be informed by consultation, this may also influence resources and staff currency. Details below are of further engagement activities undertaken for this training product at a Regional/Local level.

Table 10 Additional Industry/Community Engagement

| **No** | **Industry/Organisation** | **Representative Name** | **Contact Details**  **(Email/Telephone)** | **Date of Consultation** | **How did this engagement influence one or more of the following?**   * Qualification/ Course / Skill set selection * Elective selection and/or sequencing * Mode of study * Training Methods * Assessment Methods * Trainer and assessor requirements * Training and assessment resources and equipment * Contextualisation |
| --- | --- | --- | --- | --- | --- |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |

10. Assessment Validation

Validation is the quality review of the assessment processes and judgements. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence that complies with the appropriate AQF level and the dimensions of competency to enable reasonable judgments to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Clause 1.9 and 1.10 of the Standards for RTOs require that the RTO implements a plan for ongoing systematic validation of assessment practices and judgements; the plan needs to ensure that each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle.

### 10.1 Validation of assessment judgements

Details of the scheduled validation of judgements for the training product identified in this Training and Assessment Strategy are provided below:

Table 10 Validation of assessment judgements

| **Date of last validation of judgements** | **Codes and names of units validated** | **Number of judgements included in the sample for each unit** | **Have the actions arising from the validation been completed and signed off? If No, please outline below outstanding actions and when they are due for completion** | **Scheduled date of next validation of judgements** |
| --- | --- | --- | --- | --- |
| Click here to enter a date. |  |  | Yes No | Click here to enter a date. |

Location of validation record:

Details confirmed by:

Signature:

11. Delivery TAS Approval

The signatures below indicate that the Delivery Team meets the requirements of the Master Product outlined above. Any additional Contextualisation must be outlined in a Business Case and referred back to the SkillsPoint - details in Part A above.

**Delivery Location**

Campus:

Region:

**Team Leader (or equivalent)**

Name:

Signature:

Date:

**Head of Skills Team**

Name:

Signature:

Date:

**Head of Delivery, Implementation and Performance**

Name:

Signature:

Date: