PART A – SkillsPoint Product Information

Master Product Information

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

**Training Product Code:** **MSF31113**

**Release no. 6**

**Training Product Name:** **Certificate III in Cabinet Making**

**Status of Training Product:** Current

**Release Date:** **3/12/2018**

**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\_03**

Master Delivery Information

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

**Kitchens and Bathrooms**

**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/MSF31113>**

**Number of Core Units: 6**

**Number of Elective Units:** **22**

**Total Number of Units: 28**

**Packaging Rules:**

To be awarded the MSF31113 Certificate III in Cabinet Making, competency must be achieved in twenty-eight (28) units of competency.

Six (6) core units of competency

Twenty-two (22) elective units of competency.

(See the full packaging rules in Training.gov.au).

### 1.2 Licensing and/or Regulatory Requirements

Depending on the state and territory where work is undertaken licensing may relate to this qualification where the candidate is required to work on-site assisting in kitchen and bathroom installation. The licensing requirement will usually involve construction induction training. Where licensing is required the unit CPCCWHS1001 Work safely in the construction industry will have to be completed outside of this course.

### 1.3 Qualification Description

This qualification covers the skills and knowledge required to perform a range of skills at trade-level for those working in furniture making and those involved in the manufacture and installation of fitted furniture typically in a kitchen, bathroom and related context. Installation skills may be applied to new or renovation work. The work is in a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

This qualification offers a generic Certificate III in Cabinet Making, as well as two pathways targeting the skill requirements of free-standing furniture makers and kitchen and bathroom cabinet makers and installers.

The following additional qualification descriptors are approved for this qualification:

Pathway 1:

MSF31113 Certificate III in Cabinet Making

(Furniture)

Pathway 2:

MSF31113 Certificate III in Cabinet Making

(Kitchens and Bathrooms)

### 1.4 Pathways

**Study Pathways**

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

The study pathways available to learners who undertake this qualification include: Certificate III Joinery CPC31912, Certificate III in Carpentry and Joinery CPC32011, Certificate IV Work Health & Safety BSB41415, Kitchen Bathroom & Laundry Licence Skillset MSFSS00004, Certificate IV Training and Assessment TAE40116 along with MSF40318 Certificate IV in Design Kitchen, Bathrooms and Interior Spaces.

The MSS30312 Certificate III in Competitive Systems and Practices is available for employees at this level who already possess technical skills and who require additional manufacturing practice skills above those available in this qualification.

**Employment Pathways**

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

The following employment pathways are available to learners who complete this qualification: Trade person, Sub-contractor, Contractor, Licensed installer, Supervisor in the construction and shop fitting/commercial fit out industries.

### 1.5 Entry Requirements

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

It is a local requirement that applicants hold an apprenticeship in the qualification code to be able to enrol in the course.

### 1.6 Exit Points

Certificate III is entry level for this qualification and there are no exit points. Candidates will receive transcripts for units of competence completed, individual units of competence could be used for RPL into other qualifications if deemed equivalent.

### 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** | MSMENV272 – Participate in environmentally sustainable work practices |  |
| **2** | MSMSUP102 – Communicate in the workplace |  |
| **3** | MSMSUP106 – Work in a team |  |
| **4** | MSFFM2001 – Use furniture making sector hand and power tools |  |
| **5** | MSFGN2001 – Make measurements and calculations |  |
| **6** | MSFGN3001 – Read and interpret work documents |  |

#### 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** | MSFFF2004 – Prepare surfaces for finishing |  | Group B |
| **2** | MSFFF2006 – Apply surface coatings by spray gun |  | Group E |
| **3** | MSFFM2002 – Assemble furnishing components |  | Group B |
| **4** | MSFFM2003 – Select and apply hardware |  | Group D |
| **5** | MSFFM2005 – Join solid timber |  | Group B |
| **6** | MSFFM2010 – Set up and operate basic static machines |  | Group D |
| **7** | MSFFM2011 – Apply manufactured board conversion techniques |  | Group D |
| **8** | MSFFM3003 – Produce angled and curved furniture using manufactured board |  | Group E |
| **9** | MSFFM3007 – Prepare and apply decorative surfaces for furniture |  | Group E |
| **10** | MSFFM3008 – Select timbers for furniture production |  | Group E |
| **11** | MSFFM3009 – Produce manual and computer-aided production drawings |  | Group E |
| **12** | MSFFM3010 – Prepare cutting list from plans and job specifications |  | Group D |
| **13** | MSFFM3011 – Measure and draw site layout for manufactured furniture products |  | Group E |
| **14** | MSFFM3019 – Set up, operate and maintain automated edge banding machines |  | Group E |
| **15** | MSFFM3022 – Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres |  | Group D |
| **16** | MSFFM3024 – Construct jigs and fixtures |  | Group E |
| **17** | MSFKB3002 – Determine requirements for installation of cabinets |  | Group C |
| **18** | MSFKB3004 – Conduct on-site adjustments to cabinets and components |  | Group C |
| **19** | MSFKB3005 – Fabricate cabinets for the built-in environment |  | Group C |
| **20** | MSFKB3006 – Install fitted cabinets and components |  | Group C |
| **21** | MSMWHS200 – Work safely |  | Group A |
|  |  |  |  |

1.8 Imported Units

**1.8 Imported Units**

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

*Table 3 Imported Electives*

| **No.** | **Unit Code** a**nd Unit Title** | **Release version #** | **Status** | **Release Date** | **SkillsPoint** |
| --- | --- | --- | --- | --- | --- |
| **1** | MSFFM2004 Apply sheet laminate by hand | 1 | Current | 10/12/2013 | IMRS |

2. Additional Information

### 2.1 Environment and Location

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

Students may 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.

**Work placement will be achieved by:**

**Detail: NA**

**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 | Facilities will include classrooms with computers, internet access and white/chalk board and a Cabinet Making 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 | |  |  | | --- | --- | | MSMSUP102 | Telephone, two-way radio, computer, tablet, smartphone or similar. | | MSFFM2001 | Hand tools; hand planes, chisels, hand saws, spokeshave, hammers (claw, Warrington, tack and ball pein), mallet, marking-out tools, files, rasps, scraper, screwdrivers and hand drills. Power tools; drop saw, circular power saw, planer, drill, jig saw, router, trimmer, biscuit machine, brad/nail and staple gun and sanders. | | MSFGN2001 | Rules, tapes measures, squares, callipers, weighing scales, calculators, computers, laser or equivalent technology. | | MSFFM2010 | Basic Static Machines: cross-cut saw, rip saw, panel saw, surface planer (buzzer/jointer), disc sander, belt sander, including linisher, edge sander and stroke (Lacey) sander, vertical drill press, horizontal borer (single bit), band saw, panel planer (thicknesser), bobbin sander. | | MSFFM3022 | Stand-alone or integral computing systems, CNC-controlled equipment, machine-specific tools. | | MSFFF2004 | Measuring tapes and rulers, squares, hammer, nail punch, liquid containers, brushes, cabinet scrapers, file, oil stone, steel wool/scourers, sanding blocks, steam iron, chisels, power sanders, air compressor and hoses, fixed belt/stroke sander, plane spanners, screwdrivers, clamps, drill, mallet, vice, saw. | | MSFFM2002 | Measuring tapes or rulers, hammers, mallets, squares, bevels, chisels, planes, hand saws, power saws, power drills/screwdrivers, clamps/cramps, screwdrivers and/or spanners, pincers, pneumatic tools, compressor and spray equipment. | | MSFFM2003 | Measuring tapes or rulers, levelling devices, hammers, mallets, squares, bevels, chisels, planes, hand saws, power saws, power drills/screwdrivers, pneumatic tools, compressor and spray equipment, clamps, screwdrivers, pincers. | |  |  | | MSFFM2005 | Machines; panel saw, cross-cut saw, rip saw, surface planers, panel planer, spindle moulder, sanders and vertical and horizontal drills.  Equipment: measuring tapes or rulers, hammers, mallets, squares, bevels, chisels, planes, hand saws, power saws, power drills, biscuit machines, pneumatic tools, compressor and spray equipment, dowel jigs, hoses, clamps and pincers. | | MSFFM2011 | Measuring devices, machine associated tools, materials handling equipment/lifting devices, saws. | | MSFFM3003 | Machines: band saws, cross-cut saws, mitre saws, panel saws, surface planers, panel planers, belt sanders, horizontal borers, vertical drill presses, dovetailers, pedestal grinders, veneer guillotines and presses.  Equipment: measuring tapes or rulers, hammers, mallets, squares, bevels, chisels, planes, hand saws, power saws, power drills/screwdrivers, pneumatic tools, compressor and spray equipment, clamps, screwdrivers, pincers. | | MSFGN3002 | Calculators, computers and relevant software. | | MSFFM3007 | Machines: band saws, mitre saws, panel saws, sanders, presses and veneer guillotines.  Equipment: measuring tapes or rulers, knives, mallets, squares, bevels, chisels, planes, clamps and portable vacuum presses. | | MSFFM3008 | Moisture content measuring devices. | | MSFFM3009 | Drawing equipment, computer-aided drawing systems, measuring, calculating and recording devices. | | MSFFM3011 | Rulers, tape measures, squares, service detectors, laser or equivalent technology, measuring, calculating and recording devices. | | MSFFM3024 | Measuring tapes or rulers, hammers, mallets, squares, bevels, chisels, planes, hand saws, power saws, power drills/screwdrivers, pneumatic tools, compressor and spray equipment, clamps, screwdrivers, pincers. Plus access to machinery for which jigs and fixtures are being made (band saws, cross-cut saws, jig saws, mitre saws, panel and rip saws, belt sanders, panel planers, surface planers, horizontal borers, vertical drill presses, mortisers, tenoners, spindle moulders, overhead and inverted pin routing machines). | | MSMWHS200 | Equipment and PPE: hard hats, goggles/glasses/face shields, hearing protection (ear muffs and plugs), dusk masks/canister masks/self-contained breathing apparatus(SCBA)/ long-range breathers, gloves/gauntlets, safety boots, antistatic equipment, overalls/aprons/acid jackets/pants, handling aids. | | MSFFM3019 | Automated edge banding machine. | | MSFKB3004 | Measuring tapes or rulers, hammers, mallets, squares, bevels, chisels, planes, hand saws, power saws, power drills/screwdrivers, clamps/cramps, screwdrivers and/or spanners, pincers, pneumatic tools, compressor. | | MSFKB3005 | CNC equipment, static machines, hand and power tools, measuring devices. | | MSFKB3006 | Measuring tapes or rulers, hammers, mallets, squares, bevels, chisels, planes, hand saws, power saws, power drills/screwdrivers, clamps/cramps, screwdrivers and/or spanners, pincers, pneumatic tools, compressor. | | MSFFF2006 | Spray equipment, spray booth, coatings and cleaning products. | |
| Trainer and Assessor Qualifications and Industry Experience | Minimum qualification of Certificate III in Cabinet Making or equivalent with 5 years post qualification experience.  Evidence of maintaining relevant and current industry professional development including ongoing exposure and development to maintain currency of industry skills.  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 to have a set of comprehensive unit notes, class activities and practical task instructions.  Appropriate design software packages are all available on classroom computers.  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** | Cabinet Making Employers   * Small/medium regional * Large wholesaler * Modular home construction | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_13 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_13 | 27/6/18, 6/8/18, 14/8/19  3/07/2018  15/10/2018 | A range of employers including a smaller regional cabinet maker, a metropolitan wholesale supplier and a whole of process modular home construction enterprise identified other qualifications that were considered relevant.  **Feedback:**  The following qualifications were also identified as relevant:   * MSF30313 Certificate III in Timber and Composites Machining * MSF40313 Certificate IV in Design of Kitchens, Bathrooms and Interior * MSFSS00004 Kitchen and Bathroom Installer License (Skillset)   **Action**  The stakeholders will be consulted when TAFE NSW is reviewing each of the identified qualifications/skillsets.  **Feedback:**  This stakeholder suggested that it would be great to visit a factory if possible and that apprentices should need to gather information as it is part of learning.  **Action:**   * Apprentices should attend a site visit to a commercial manufacturing facility that incorporates the materials life cycle alternately this could be achieved through the use of video or virtual technology. * TAFE NSW is exploring the option of having learner workbooks that include gathering information as part of the teaching and learning suite.   **Feedback:**  This stakeholder noted that the CNC equipment used in regional facilities is basic and technology is moving forward at a rapid rate.  **Action:**  TAFE NSW to consider options for addressing access issues to modern CNC equipment. |
| **2** | Cabinet Making Employers   * Commercial fit outs * Small/medium regional * Large wholesaler/ Private design consultant * Modular home construction | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_09  MRS\_18\_03\_MSF31113\_IER\_03  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_13 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_09  MRS\_18\_03\_MSF31113\_IER\_03  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_13 | 4/07/2018  May 2018  10/07/2018  27/6/18, 6/8/18, 14/8/18  15/10/2018 | This stakeholder provides the commercial perspective, they fit out commercial facilities such as offices of global organisations (Google, Twitter, Red bull) aged care facility and hotel chains.  **Feedback:**  Need to capture the essence of cabinet making with some traditional hands on skills without compromising the current and future needs of an industry that has shifted more towards machine operating and assembly.  In support of this, the IRC SFPSoW states the need for ‘traditional skills which are still required alongside workers’ need to upskill in new technologies.’  A private design consultant also working for a wholesale supplier confirmed that consumer trends supported the need for traditional hands on skills. E.g. Art deco i.e. curves, veneers and drop end table tops are popular.  Several regional employers identified a range of traditional units they considered relevant and appropriate.  **Action**  The following units were included as electives to ensure that both traditional skills and new technology are included in the course:   * MSFFM3003 Produce angled and curved furniture using manufactured board * MSFFM3007 Prepare and apply decorative surfaces for furniture * MSFFM2005 Join solid timber * MSFFM2004 Apply sheet laminates by hand * MSFFM3019 Set up, operate and maintain automated edge banding machines * MSFFM2010 Set up and operate basic static machines * MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres * MSFFM3009 Produce manual and computer-aided production drawings |
| **3** | Cabinet Making Employers   * Small/medium regional * Large wholesaler * Commercial fit outs * Modular home construction   Private design consultant | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_10  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_13 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_10  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_13 | 3/7/18, 5/10/18  3/07/2018  29/06/2018  10/07/2018  15/10/2018 | This stakeholder provides the perspective of an employer with expertise in design, manufacture and installation of Kitchens. Currently has 7 apprentices.  **Feedback:**  Spraying is a very important part of the cabinet making trade, limited availability of MSF units has resulted in apprentices completing partial automotive spray painting qualifications. A wholesale supplier also echoed this sentiment.  The need for the MSFFF2006 Apply surface coatings by spray gun unit was supported by these stakeholders as well as a modular home construction enterprise, a wholesale supplier and private design consultant as well as a small Kitchen and Bathroom cabinet making employer.  **Action**   * MSFFF2006 Apply surface coatings by spray gun included as an elective. * TAFE NSW will raise this issue with the IBSA Manufacturing SSO in the national review of this qualification scheduled for 2019. |
| **4** | Furnishing IRC Skills Forecast and Proposed Schedule of Work  Cabinet Making Employers   * Small/medium regional * Large wholesaler * Modular home construction * Commercial fit outs * Hardware supplier   Private design consultant | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_03  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_04  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_13  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_09 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_03  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_04  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_13  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_09 | May 2018  29/06/2018  3/07/2018  19/06/2018  10/07/2018  15/10/2018  27/6/18, 6/8/18, 14/8/18  4/07/2018 | The Furnishing IRC Skills Forecast and Proposed Schedule of Work (IRC SFPSoW) is informed by the Furnishing Industry Reference Committee (IRC) and produced by the secretariat Skills Service Organisation (SSO) IBSA Manufacturing. Based on research, analysis and consultations with IRC members and other stakeholders it provides evidence of current and emerging industry skills needs.  **Feedback:**  IRC SFPSoW asserts traditional skills are still required alongside workers’ need to upskill in new technologies including technical drawing and CAD modelling which have become an integral part of many cabinet making businesses.  Skills in technical drawing and Computer Aided Design (CAD) and Computer Numeric Control (CNC) programming are highly sought after and the need to formalise learning in in these areas was emphasized.  The need for these skills was confirmed by stakeholders that have CNC machining capability and stakeholders that do not offer any CNC machining services. It was noted by a small employer that although they do not have CNC capabilities it is essential to the future of the industry.  The message was echoed by multiple suppliers.  **Action**  The following units were included:   * MSFFM3009 Produce manual and computer-aided production drawings * MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres   TAFE NSW has begun negotiations with a CAD software supplier for state-wide flexible access to design-to-production software that has the characteristics and properties to allow the introduction of virtual reality experiences into the training program.  Other CAD software options are also being explored. |
| **5** | Cabinet Making Employers   * Large wholesaler * Small/medium regional * Modular home construction * Commercial fit outs   Private design consultant | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_09  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_13 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_09  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_13 | 3/07/2018  27/6/18, 6/8/18, 14/8/18  4/07/2018  29/06/2018  10/07/2018 | This stakeholder provides the perspective of a large wholesale supplier of cabinetry – supplying the smaller cabinet making market.  **Feedback:**  Wholesale suppliers do not do any onsite installations, detailed work and very few hand tools are used. They primarily prepare and assemble flat packs.  This was confirmed by another stakeholder, however, this stakeholder noted that we need to ensure graduates have employment mobility if they find themselves unemployed.  Installation units received significant support from a range of other small/medium cabinet making stakeholders.  **Action**   * It was suggested to the employer that the MSF30313 Certificate III in Timber and Composite Machining (Flat panel Machining) qualification may be more appropriate for wholesale suppliers. * The following elective units were included as the majority of employers are small businesses performing installations. The need to ensure graduates have employment mobility was the key driver for this decision.   + MSFFM3011 Measure and draw site layout for manufactured furniture products   + MSFKB3002 Determine requirements for installation of cabinets   + MSFKB3004 Conduct on-site adjustments to cabinets and components   + MSFKB3006 Install fitted cabinets and components   **Feedback:**  This stakeholder also indicated that modules are better than clustering as the apprentice can start and finish tasks as they progress.  **Action:**   * Where units are unique they will remain stand alone. * If tasks are not completed separately in the workplace they may be clustered. * If units are clustered there will be clear checkpoints for completion of whole of job tasks that will indicate cluster completion. |
| **6** | Cabinet Making Employers   * Small/medium regional * Large wholesaler * Commercial fit outs   Private design consultant | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_09 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_09 | 29/06/2018  3/07/2018  10/07/2018  27/6/18, 6/8/18, 14/8/18  4/07/2018 | Provides the perspective of a small/medium kitchen and bathroom cabinet making employer that does not use CNC machinery.  **Feedback**   * Recommend combining delivery of MSFFM3013 - Set up, operate and maintain drilling machines with the fitting of hardware units. * A large wholesale cabinetry provider noted that these tasks are performed by machinists not cabinet makers. This was supported by another supplier. * Two employers identified the unit as acceptable. * This stakeholder also identified the following units as essential. * MSFFF2004 Prepare surfaces for finishing * MSFFM3010 Prepare cutting list from plans and job specifications * MSFFM2002 Assemble furnishing components   **Action**   * MSFFM3013 - Set up, operate and maintain drilling has been excluded as it is covered sufficiently in the following units: * MSFFM2010 Set up and operate basic static machines * MSFFM2003 Select and apply hardware * The following elective units have been included: * MSFFF2004 Prepare surfaces for finishing * MSFFM3010 Prepare cutting list from plans and job specifications * MSFFM2002 Assemble furnishing components |
| **7** | Timber sustainability standards development organisation  Cabinet Making Employers   * Small/medium regional * Large wholesaler * Commercial fit outs   Private design consultant | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_05  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_09 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_05  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_09 | 10/07/2018  9/07/2018  29/06/2018  27/6/18, 6/8/18, 14/8/19  3/07/2018  4/07/2018 | This organisation is a not-for-profit standards development organisation [formerly known as Australian Forestry Standard Ltd]. They manage the Responsible Wood Certification Scheme.  **Feedback:**  Although there are significant sustainability issues around the use of some timbers that are endangered or no longer available, timber is still used for bench tops and custom furniture. There is also a need for knowledge of timber visual characteristics particularly when selecting simulated timber veneers.  This was supported by both wholesale suppliers and a small/medium kitchen and bathroom cabinet making employer and a private interior designer/supplier.  **Action**  MSFFM3008 Select timbers for furniture production unit to be included. Responsible Wood will be consulted during the development of the selecting timber unit. |
| **8** | Private design consultant  Cabinet Making Employers   * Small/medium regional * Large wholesaler   Timber sustainability standards development organisation  Furnishing Industry Reference Committee Member | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_05  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_08 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_06  MRS\_18\_03\_MSF31113\_IER\_12  MRS\_18\_03\_MSF31113\_IER\_05  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_08 | 9/07/2018  29/06/2018  11/07/2018  3/07/2018  7/06/2018 | This stakeholder provides the perspective of a wholesale supplier and private design consultant. Megan is connected directly to consumers as well as a significant number of SME kitchen and bathroom businesses and has in depth knowledge of industry trends and needs.  **Feedback:**  Timber, although still in use, has been overtaken by composites and different finishes. It would be beneficial for apprentices to have awareness of the other types of materials available. Solid timber is still applicable for timber benchtops. Specific mention was made for the assembly unit.  This was confirmed by multiple stakeholders with specific mention of the join solid timber and select timber units.  The need for exposure to current materials was also supported by an IRC Member and the IRC SFPSoW.  **Action**   * TAFE NSW to consider including the use of ‘other materials’ in the training component of the following units:   + MSFFM2005 Join solid timber   + MSFFM3008 Select timbers for furniture production   + MSFFM2002 Assemble furnishing components * Supplier guest speakers, videos or other multimedia to be included into the training program to expose apprentices to current materials. |
| **9** | Furnishing Industry Reference Committee Member  Furnishing IRC Skills Forecast and Proposed Schedule of Work  Hardware Supplier | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_08  MRS\_18\_03\_MSF31113\_IER\_03  MRS\_18\_03\_MSF31113\_IER\_04 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_08  MRS\_18\_03\_MSF31113\_IER\_03  MRS\_18\_03\_MSF31113\_IER\_04 | 7/06/2018  May 2018  19/06/2018 | This stakeholder was selected by the Australian Industry Skills Committee (AISC) to represent the Kitchen/bathroom/cabinet making industry on the Furnishing IRC. IRC members are selected for their extensive industry networks, knowledge of current industry trends.  **Feedback**  Need to connect apprentices with the supplier industry so they are more familiar with current materials, hardware and technology.  The IRC SFPSoW also urges employers and industry to consider: engagement with the supply chain and vendors and encourages partnerships with RTOs in regard to training on new technologies.  A hardware supplier confirmed digital mobile applications are being used in industry to aid in the correct installation of hardware.  **Action**   * Supplier guest speakers, videos or other multimedia to be included into the training program to expose apprentices to current materials, hardware and technology. * Students to be exposed to modern hardware and cabinetry at either a TAFE NSW or industry partner design installation, a kitchen and bathroom display centre, or in a virtual environment. * Apprentices should be exposed to a commercial manufacturing facility that incorporates the materials life cycle either physically or through multimedia. * TAFE NSW is investigating the use of mobile applications to aid in training, particularly in the area of hardware installation. |
| **10** | Cabinet Making Employers   * Small/medium regional * Large wholesaler * Commercial fit outs   Modular home construction | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_09  MRS\_18\_03\_MSF31113\_IER\_13 | Please refer to Industry Engagement Record(s):  MRS\_18\_03\_MSF31113\_IER\_07  MRS\_18\_03\_MSF31113\_IER\_11  MRS\_18\_03\_MSF31113\_IER\_09  MRS\_18\_03\_MSF31113\_IER\_13 | 27/6/18, 6/8/18, 14/8/19  3/07/2018  4/07/2018  15/10/2018 | Four cabinet making apprentice employers commented on the following:  **Feedback:**   * Three stakeholders indicated the mode of study should be a combination of workplace and face to face at a TAFE NSW campus. The third stakeholder preferred workplace delivery. * One stakeholder was concerned about on the job training, some employers may not have the full scope of capabilities or may keep apprentices in assembly.   **Action**   * TAFE NSW will adopt a blended mode of delivery to ensure that apprentices that have limited breadth of experiences in the workplace are not disadvantaged and can gain these hands on experiences in a simulated environment. * Where possible training and assessment may be conducted on the job.   **Feedback:**   * All stakeholders agreed that training methods should include Face to face delivery. * Three out of the four stakeholders indicated training methods should also include a combination of the following:   + Theory presentations with pictures (e.g. PowerPoint)   + Online practice quizzes and activities with immediate feedback   + Multiple attempts for online practice quizzes   + Computer simulated (Virtual reality and/or augmented reality)   The desire for access to training on any device (e.g. computer/smart phone/tablet) and 24hr access to online resources and activities was clear.  All four stakeholders indicated that written notes should be supplemented by some face to face presentations.  **Action**  Learning materials should include:   * Images supported by some face to face delivery. * Some video demonstrations * Online practice quizzes and activities with immediate feedback and multiple attempts. * where possible access to online software 24hrs/day and functional on any device.   TAFE NSW is also investigating the use of mobile applications with simulations to aid in training, particularly in the area of hardware installation.  **Feedback:**  Consensus indicated the desire for workplace assessment with several stakeholders indicating that workplace evidence (photos and/or videos) would be acceptable.  Other suggestions included:   * Online exams * Project based skills assessment (over time with product assessment) * Theory assignment (over time with ability to research) * Hand written portfolio with questions   **Action:**   * TAFE NSW in partnership with TAFE Digital are investigating digital solutions for confirmation of competence and has included on-and–off site digital evidence capture to provide visibility for both the employer and the assessors as a development need.   TAFE NSW to consider the above suggestions as possible assessment method. |

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: 560

The **Total Amount of Assessment Hours** for this Product is: 120

The Total Estimated **Unstructured Learning Hours** for this product are: 1590

The **Total Volume of Learning** for this product is: 2270

### 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 | 320 hrs | 105 hrs |  | 425 |
| **2** | **On-line** | On-line Moodle tasks and forums, including prescribed reading, links, learning activities and practice quizzes | 240 hrs | 15 hrs |  | 255 |
| **3** | **Self-directed** | Workplace Learning (as per apprentice training plan) |  |  | 2hrs per day / 10hrs per week/46 weeks per year x 3 years | 1380 |
| **4** |  | Review of structured activities |  |  | 1hrs per week/35 weeks per year x 3 years | 105 |
| **5** |  | Preparation for assessments |  |  | 1hrs per week/35 weeks per year x 3 years | 105 |
| TOTAL VOL | | | | | | 2270 |
| ***NB:***   * ***Structured learning Hours are broken into Face to Face and on-line components.*** * ***Assessment hours include Skills based assessments, knowledge based assessments, some regions may choose to deliver these in the workplace based on consultation with regional employer needs and delivery team’s capability.*** | | | | | | |

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

**Student cohort**

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

**Elective choice**

Based on consultation with industry and across TAFE NSW

**Delivery and Assessment**

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

Blended which includes:

• Face to face (synchronous) delivery supervised by a facilitator e.g. classes and tutorials. Also includes practical workshop learning activities. All learning activities completed by whole class, in small groups and individually at various points

• Online (asynchronous) delivery via Moodle and Learning Bank, this will include self-paced learning activities completed individually, recorded sessions, access to online resources to support learning.

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

Assessment can include a variety of methods where students may need to gather evidence from their experience at work and / or evidence from their time in practical hands on workshop (TAFE NSW Campus Engineering workshop) and theory based assessments that could be completed without the access to a workplace or simulated workplace environment.

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

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** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | MSMWHS200 Work safely | Stand alone | **Blended** | 22 |  | Sk – Practical, Observation - 60%  Kn - Short answer questions 1 - 20%  Kn - Short answer questions 2- 20% |  |
| **2** | MSMSUP102 Communicate in the workplace | Stand alone | **Blended** | 14 |  | Sk – Practical, Observation - 60%  Kn - Short answer questions - 40% |  |
| **3** | MSMSUP106 Work in a team | Cluster group 1 | **Blended** | 22 |  | Sk – Practical, Observation - 60%  Kn - Short answer questions - 40% |  |
| **4** | MSMENV272 Participate in environmentally sustainable work practices | Stand alone | **Blended** | 22 |  | Kn - Short answer questions 1 - 20%  Kn - Short answer questions 2 - 20%  Kn - Short answer questions 3 - 20%  Kn - Short answer questions 4 - 20%  Kn - Short answer questions 5 - 20% |  |
| **5** | MSFFM2001 Use furniture making sector hand and power tools | Stand alone | **Blended** | 30 |  | Sk - Practical, Observation - 50%  Kn - Short answer questions 1 - 25%  Kn - Short answer questions 2 - 25% |  |
| **6** | MSFFM2010 Set up and operate basic static machines | Stand alone | **Blended** | 40 |  | Sk – Practical, Observation 1 - 40%  Sk – Practical, Observation 2 - 40%  Kn – Short answer questions - 20% |  |
| **7** | MSFGN2001 Make measurements and calculations | Cluster group 1 | **Blended** | 22 |  | Sk – Practical, Observation 1 - 20%  Sk – Practical, Observation 2 - 20%  Sk – Practical, Observation 3 - 20%  Sk – Practical, Observation 4 - 20%  Kn - Short answer questions - 20% |  |
| **8** | MSFGN3001 Read and interpret work documents | Stand alone | **Blended** | 18 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **9** | MSFFM2003 Select and apply hardware | Stand alone | **Blended** | 12 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **10** | MSFFM3008 Select timbers for furniture production | Cluster group 2 | **Blended** | 8 |  | Sk – Practical, Observation - 60%  Kn - Short answer questions - 20%  Kn - Research Assignment - 20% |  |
| **11** | MSFFF2004 Prepare surfaces for finishing | Stand alone | **Blended** | 18 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **12** | MSFFM3009 Produce manual and computer-aided production drawings | Stand alone | **Blended** | 43 |  | Sk – Practical, Observation 1 - 30%  Sk – Practical, Observation 2 - 30%  Sk – Practical, Observation 3 - 30%  Kn - Short answer questions - 10% |  |
| **13** | MSFFM2002 Assemble furnishing components | Cluster group 3 | **Blended** | 14 |  | Sk – Practical, Observation 1 - 30%  Sk – Practical, Observation 2 - 30%  Sk – Practical, Observation 3 - 30%  Kn - Short answer questions - 10% |  |
| **14** | MSFFM2005 Join solid timber | Cluster group 2 | **Blended** | 8 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **15** | MSFFM2004 Apply sheet laminate by hand | Stand alone | **Blended** | 8 |  | Sk – Practical, Observation 1 - 40%  Sk – Practical, Observation 2 - 40%  Kn - Short answer questions - 20% |  |
| **16** | MSFFM2011 Apply manufactured board conversion techniques | Cluster group 3 | **Blended** | 12 |  | Sk – Practical, Observation 1 - 40%  Sk – Practical, Observation 2 - 40%  Kn - Short answer questions - 20% |  |
| **17** | MSFFM3010 Prepare cutting list from plans and job specifications | Cluster group 3 | **Blended** | 12 |  | Sk – Practical, Observation 1 - 20%  Sk – Practical, Observation 2 - 20%  Sk – Practical, Observation 3 - 20%  Sk – Practical, Observation 4 - 20%  Kn - Short answer questions - 20% |  |
| **18** | MSFFF2006 Apply surface coatings by spray gun | Stand alone | **Blended** | 43 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **19** | MSFFM3007 Prepare and apply decorative surfaces for furniture | Stand alone | **Blended** | 18 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **20** | MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres | Stand alone | **Blended** | 43 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **21** | MSFFM3003 Produce angled and curved furniture using manufactured board | Cluster group 3 | **Blended** | 40 |  | Sk – Practical, Observation 1 - 20%  Sk – Practical, Observation 2 - 20%  Sk – Practical, Observation 3 - 20%  Sk – Practical, Observation 4 - 20%  Kn - Short answer questions - 20% |  |
| **22** | MSFFM3024 Construct jigs and fixtures | Stand alone | **Blended** | 29 |  | Sk – Practical, Observation 1 - 30%  Sk – Practical, Observation 2 - 30%  Sk – Practical, Observation 3 - 30%  Kn - Short answer questions - 10% |  |
| **23** | MSFFM3011 Measure and draw site layout for manufactured furniture products | Stand alone | **Blended** | 12 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **24** | MSFKB3005 Fabricate cabinets for the built-in environment | Cluster group 5 | **Blended** | 58 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **25** | MSFFM3019 Set up, operate and maintain automated edge banding machines | Stand alone | **Blended** | 43 |  | Sk – Practical, Observation - 70%  Kn - Short answer questions - 30% |  |
| **26** | MSFKB3002 Determine requirements for installation of cabinets | Cluster group 5 | **Blended** | 32 |  | Sk – Practical, Observation - 50%  Kn - Short answer questions - 50% |  |
| **27** | MSFKB3006 Install fitted cabinets and components | Cluster group 5 | **Blended** | 25 |  | Sk – Practical, Observation 1 - 40%  Sk – Practical, Observation 2 - 40%  Kn - Short answer questions - 20% |  |
| **28** | MSFKB3004 Conduct on-site adjustments to cabinets and components | Cluster group 5 | **Blended** | 12 |  | Sk – Practical, Observation 1 - 40%  Sk – Practical, Observation 2 - 40%  Kn - Short answer questions - 20% |  |
|  |  |  | **TOTAL** | 680 |  |  |  |

5. Master TAS Approval

### Product Manager

Name: Neil GRIFFITHS

Signature:

Date: 3/12/2018

### Head of SkillsPoint

Name: Peter SCHREINER

Signature:

Date:

### Senior Manager, Product Development Support

Name:

Signature: <https://live.nei.tafensw.edu.au/DATA2/Site/Approvals/request.aspx?request_id=18>

Date:

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:

### Head of Delivery, Implementation and Performance

Name:

Signature:

Date:

### Head of Skills Team

Name:

Signature:

Date:

### Team Leader (or equivalent)

Name:

Signature:

Date: