PART A – SkillsPoint Product Information

Master Product Information

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

**Training Product Code:** **MSF40318**

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

**Training Product Name:** **Certificate IV in Kitchen and Bathroom Design**

**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**

**Product Manager:** Neil GRIFFITHS

**Contact Details:** [neil.griffiths@tafensw.edu.au](mailto:neil.griffiths@tafensw.edu.au)

**SkillsPoint Project Identifier:** MRS\_18\_14\_MSF40318

Master Delivery Information

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

NA

**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/MSF40318>**

**Number of Core Units:** **11**

**Number of Elective Units: 5**

**Total Number of Units: 16**

**Packaging Rules:**

Total number of units = 16

11 core units

5 elective units, consisting of:

at least 3 units from the electives listed below

up to 2 units from the list below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

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

### 1.2 Licensing and/or Regulatory Requirements

There are no specific licences that relate to this qualification. Work may require access to construction sites and require White Card construction induction training and certification covered by the unit CPCCWHS1001 Prepare to work safely in the construction industry. Local regulations should also be checked for requirements.

### 1.3 Qualification Description

This qualification reflects the role of individuals who design kitchens and bathrooms that typically feature built-in cabinetry and furniture. They may work in larger organisations or as independent designers.

Designers work directly with the client and/or with professionals, such as architects, builders, retailers, interior designers and suppliers. They possess a broad range of specialised and technical knowledge and skills, and they research and compare information from diverse sources to develop design solutions. They also use well-developed communication skills and may provide some leadership and guidance to others.

### 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 IV Work Health & Safety BSB41415, Kitchen Bathroom & Laundry Licence Skillset MSFSS00004, Certificate IV Training and Assessment TAE40116, MSF40113- Certificate IV in Interior Decoration Certificate IV in Interior Decoration & MSF50213- Diploma of Interior Design and Decoration Diploma of Interior Design and Decoration and Sales representatives for Kitchen and Bathroom component suppliers.

**Employment Pathways**

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

Small business operators in kitchen and bathroom design or product supply, and specialist design personnel.

### 1.5 Entry Requirements

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

There are no entry requirements for this qualification.

### 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** | MSFFM3011 – Measure and draw site layout for manufactured furniture products | Clustered with MSFKB4011 |
| **2** | MSFID4014 – Produce digital models and documentation for interior design projects |  |
| **3** | MSFID4022 – Prepare quotation and contract documentation for design projects |  |
| **4** | MSFKB3010 – Detail cabinet construction requirements |  |
| **5** | MSFKB3011 – Plan kitchen and bathroom projects | Clustered with MSFKB4009 and MSFKB4010 |
| **6** | MSFKB4009 – Determine spatial planning considerations for kitchen design | Clustered with MSFKB3011 and MSFKB4010 |
| **7** | MSFKB4010 – Determine spatial planning considerations for bathroom design | Clustered with MSFKB3011 and MSFKB4009 |
| **8** | MSFKB4011 – Design ancillary residential cabinetry | Clustered with MSFFM3011 |
| **9** | MSFKB4013 – Document residential building services |  |
| **10** | MSFKB4015 – Research and recommend materials, components and finishes for kitchen designs | Clustered with MSFKB4016 |
| **11** | MSFKB4016 – Research and recommend materials, components and finishes for bathroom designs | Clustered with MSFKB4015 |

#### 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** | MSFFT4009 – Match furnishing style and materials to customer requirements |  | Listed Elective |
| **2** | MSFID4013 – Design residential interior lighting |  | Listed Elective |
| **3** | MSFID4015 – Prepare materials and finishes boards for client presentation |  | Listed Elective |
| **4** | MSFID5023 – Design for all ages and abilities |  | Listed Elective |
| **5** | MSFKB4012 – Determine layout for laundry components |  | Listed Elective |

### 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 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 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, access to relevant standard operating procedures (SOP’s) and WHS policies and requirements as listed in section 2.6.

The simulated work environment will provide the required amount of materials, resources 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 Low 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 * Cabinet Making / Kitchen 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 | |  |  | | --- | --- | | MSFFM3011 | Use of suitable facilities with relevant process, equipment, materials, work instruction and resources, including: Rulers, tape measures, squares, service detectors, laser or equivalent technology. Drawing equipment for manual drawing or hardware and appropriate software for computer aided drawings. | | MSFID4014 | Use of suitable facilities, equipment and resources, including: design information for documentation, information technology hardware, CAD software. | | MSFID4022 | Use of suitable facilities, equipment and resources, including: design briefs and information technology for document creation | | MSFKB3010 | Use of suitable facilities, equipment and resources, including: design briefs, measuring equipment, drawing materials. | | MSFKB3011 | Use of suitable facilities, equipment and resources, including: project briefs. | | MSFKB4009 | Use of suitable facilities, equipment and resources, including: design briefs, sites for kitchen designs, measuring equipment, information technology for document creation. | | MSFKB4010 | Use of suitable facilities, equipment and resources, including: design briefs, sites for bathroom designs, measuring equipment, information technology for document creation. | | MSFKB4011 | Use of suitable facilities, equipment and resources, including: design briefs, spaces for cabinetry, measuring equipment, information technology for document creation of manual and computer aided drawing materials. | | MSFKB4013 | Use of suitable facilities, equipment and resources, including: sites to be assessed, measuring equipment, information technology hardware, CAD software. | | MSFKB4015 | Use of suitable facilities, equipment and resources, including: design briefs, information technology for research and design presentation. | | MSFKB4016 | Use of suitable facilities, equipment and resources, including: design briefs, information technology for research and design presentation. | | MSFFT4009 | Use of suitable facilities with relevant process, equipment, materials, work instruction with access to product lists, furnishing style catalogues or references and customer requirements. | | MSFID4013 | Use of suitable facilities, equipment and resources, including: design briefs, sites for lighting, measuring equipment, information technology for research and design. | | MSFID4015 | Use of suitable facilities, equipment and resources, including: design briefs, physical materials and samples for boards. | | MSFID5023 | Use of suitable facilities, equipment and resources, including: design briefs, spaces for design, measuring equipment, information technology for research and design presentation. | | MSFKB4012 | Use of suitable facilities, equipment and resources, including: design briefs, spaces for laundry design, measuring equipment, information technology for document creation, manual and computer aided drawing materials. | |
| Trainer and Assessor Qualifications and Industry Experience | Minimum qualification of Certificate IV in Kitchen & Bathroom Design or equivalent.  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, 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 Moodle will be available to students to utilise.  Learner resources will be provided to students by teacher / trainer.  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.  Supplementary learning materials in the form of 2 textbooks published by the Housing Industry Australia, HIA, titled: ***Guide to Kitchen Planning & Design*** and ***Guide to Bathroom Planning & Design*** both available through the library service or purchased through the HIA or relevant TAFE NSW Campus Bookshop if the students choose to purchase to keep.  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** | Kitchen and bathroom design Industry Association | Please refer to Industry Engagement Record(s):  MRS\_18\_14\_MSF40318\_IER\_01  MRS\_18\_14\_MSF40318\_IER\_03  MRS\_18\_14\_MSF40318\_IER\_05 | Please refer to Industry Engagement Record(s):  MRS\_18\_14\_MSF40318\_IER\_01  MRS\_18\_14\_MSF40318\_IER\_03  MRS\_18\_14\_MSF40318\_IER\_05 | 6/3/19  29/07/2019  9/08/2019 | Australia’s premier industry organisation for kitchen and bathroom designers are committed to helping Australia’s finest designers succeed in design and design for success. Offering professional development, business-to-business networking, industry advocacy and accreditation/certification of design professionals. The following feedback was collected from members of the association.  **Feedback:**  ‘Recently completing training, I would have liked to have received ‘Revit’ training. I received AutoCAD training but have found that many places prefer 3D drafting skills.’  Note: two employers suggested alternate software including ‘Cabinet Master’ and ‘AutoCAD’.  **Action:**  TAFE NSW to explore the possibility of access to and what would be the most appropriate 3D drafting software to include as part of the training and/or assessment of the MSF40318 - Certificate IV in Kitchen and Bathroom Design qualification.  **Feedback:**  ‘I feel those who have completed training are willing and ready to go and have the needed skills to enter the design field. Unfortunately it’s real-life experience that tends to make a designer stand out or become truly valuable. This of course is only possible after being in the industry for a few years, making mistakes, trying new things, etc... The same could be said of any trade or career, they’ll just get better with experience. Much of the training may be unused depending on where they’re employed, however anything they’ve learned can only help them become a better employee or designer.’  **Action:**  A broad cross sector of units have been included in the course to ensure that graduates have increased cross sector employment opportunities.  Two of these units include:   * MSFID5023 - Design for all ages and abilities * MSFKB4012 - Determine layout for laundry components   **Feedback:**  ‘We have been working with graduates with honours of interior design from the university system. We tend to do interior architecture and design through our office. I am finding the main issue is lack of business knowledge and further a major lack of understanding about connecting to the client, being aware of budget & time constraints. It takes a lot to train people to be able to work effectively for the real life situations we deal with. However, often graduates think they are ready due to years of study and demand high fees for work, which they are actually unable to partake into a full professional level. So I believe it is a problem coming from the education system.’  **Action:**  TAFE NSW is considering including evidence of real-world application of skills and knowledge gained are gathered as evidence of competence.  MSFID4022 - Prepare quotation and contract documentation for design projects unit is a core unit in the MSF40318 - Certificate IV in Kitchen and Bathroom Design qualification.  **Feedback:**  It would be helpful if the designer had some practical training in workshop & site installation as I think it would give the designer a better insight into how things are made & installed. I am not sure if this is a practical solution or even possibly do a tutorial video to just give an insight into the industry.  **Action:**  TAFE NSW is considering the use of time lapse videos to portray the process of installation to give the learner insight into how the skills and knowledge they are acquiring relate to what happens practically in industry.  **Feedback:**  My comments are that during the eight years I taught interior design, and kitchen and bathroom design was a component of it, students had an extreme lack of comprehending the importance of understanding the thicknesses of materials, the benefits of using certain materials and all sorts of drawing detailing of materials. Also, the Australian standards concerning heights for general power outlets relative to basins and sinks. Generally, standards for waterproofing and the like.  **Action:**  TAFE NSW to ensure that the importance of the thickness and benefits of different types of materials in the training components in MSFKB4015 Research and recommend materials, components and finishes for kitchen designs.  TAFE NSW to ensure the importance of including thickness of materials in plan drawings is included/considered in the following units.   * MSFFM3011 - Measure and draw site layout for manufactured furniture products * MSFID4014 - Produce digital models and documentation for interior design projects   MSFKB4009 - Determine spatial planning considerations for kitchen design is core in the MSF40318 - Certificate IV in Kitchen and Bathroom Design qualification.  TAFE NSW to include references to the requirements of relevant standards, legal requirements and other regulations in learning materials of the above units. Areas that must be included are as follows but not limited to:   * Electrical power outlet clearances * Waterproofing |
| **2** | Award winning Kitchen and Bathroom Designer and member of the Furnishing Industry Reference Committee’s (IRC), Kitchen and Bathroom Design Technical Advisory Committees (TAC). | Please refer to Industry Engagement Record(s):  MRS\_18\_14\_MSF40318\_IER\_02 | Please refer to Industry Engagement Record(s):  MRS\_18\_14\_MSF40318\_IER\_02 | 13/8/19 | The winner of over 30 design awards, this stakeholder is an invited member to the board of KBDi and the Director of one of the most respected design companies Australia wide. An experienced interior, building, kitchen and bathroom designer as well as a member of the Furnishing Industry Reference Committee’s (IRC), Kitchen and Bathroom Design Technical Advisory Committees (TAC).  **Feedback:**  ‘KBDi Provide accreditation as a KBDi designers.  Judging score sheets are on the website including all the different categories. - general designer level and then accredited kitchen designers (score sheets for both) - these could be useful when designing assessment.’  **Action:**  TAFE NSW to review the KBDi judging score cards to assess relevance for informing assessment criteria for some assessment tasks.  **Feedback:**  Some graduates applying for accreditation, we know have been trained in principles of design etc but they don't know accurate clearances such as distance cooktops need to be from an end panel or sink, they also don’t understand the importance of or how to design around workflow.  **Action:**  TAFE NSW to include references to the requirements of relevant standards, legal requirements and other regulations in learning materials for required units. Areas that must be included are as follows but not limited to:   * Electrical power outlet clearances * Cooktops from end panels and sinks * Waterproofing   **Feedback:**  Things graduates need to know but don't seem to know.   * Years ago lived in house that had a fan in the shower, this is poor design. * Can't have a chandelier over a bath - lights have to be at ceiling height. * Huge issue - don't put a free standing bath at the end of room with 3 walls around and not enough clearance for cleaning. - Technically should not be up against a wall at all or only one or two walls with adequate clearance. * Pet hate - shower taps ad bath taps where you can't reach them - don't put under the shower rose - you can't turn the shower on without getting soaked. Also, bath taps should not be across the bath results in the need for a dangerous reach. The spout can be in the middle, preferably with a swivel head spout.   A big issue that graduates don't do - they don't draw on the tile set out - count tiles and grout lines when installing items like vanities or designing recessed shelves - thy need to draw on the tiles so the client does not end up with odd tile shapes.  **Action:**  TAFE NSW to considering including examples of poor design into learning materials and assessment criteria.  These may include:   * Do not put a fan in a shower. * Do not put a chandelier over a bath. * Ensure appropriate clearance for cleaning around free standing baths, should minimise the number of walls that surround the bath i.e. don’t put it at the end of a bathroom with three surrounding walls. * Do not put shower taps directly under the shower rose – risk of burns to a child or adult when turning the shower on. * Do not put bath taps in the middle of the opposite side of a tub – dangerous to reach across the bath (spout is ok)   Ensure that the tile set out is drawn when considering vanities and recessed shelves to prevent the final design being compromised by odd sized and shaped tiles. |
| **3** | Kitchen and bathroom design employers. | Please refer to Industry Engagement Record(s):  MRS\_18\_14\_MSF40318\_IER\_03  MRS\_18\_14\_MSF40318\_IER\_04  MRS\_18\_14\_MSF40318\_IER\_05 | Please refer to Industry Engagement Record(s):  MRS\_18\_14\_MSF40318\_IER\_03  MRS\_18\_14\_MSF40318\_IER\_04  MRS\_18\_14\_MSF40318\_IER\_05 | 29/7/19  1/8/19  9/8/19 | A range of kitchen and bathroom employers that were actively recruiting provided valuable information on the skills and knowledge required to work as designers and consultants.   1. A well- established and growing kitchen and bathroom joinery company based in Wollongong with a focus on projects servicing custom and project home builders. 2. This Australia wide retailer that is part of a larger franchising network. Their product range includes among other things kitchen appliance and fittings as well as furniture product lines. 3. A multi-national corporation specialising exclusively in kitchen design, spread across 86 countries and 250 showrooms worldwide. A premium luxury kitchen brand in Australia, they partner with some of the most influential Italian designers and architects to create and deliver iconic kitchen designs through intensive research in quality materials, aesthetics and form.   **Feedback:**  **Summary of design specific role requirements.**   * In-home consultation * Designing kitchen spaces for clients including some interior design aspects. * Kitchen and joinery designing off client's plans * Provide design consultations regarding kitchen layout, vanities, laundry, walk in wardrobes or other detailed joinery. * Provide colour consultations. * Draw up designs to be quoted. * Produce conceptual and final production drawings using company proprietary software * Prepare design concepts, client presentations and pricing proposals * Programming project requirements to meet deadlines * Provide upgrade options to help enhance the client's kitchen and other areas. * Read plans, tenders, contracts and variations.   **Action:**  The following core and elective units that form part of the MSF40318 Certificate IV in Kitchen and Bathroom Design have been confirmed as relevant to these job roles.  Design and planning units   * MSFKB3011 - Plan kitchen and bathroom projects * MSFKB4009 - Determine spatial planning considerations for kitchen design * MSFKB4010 - Determine spatial planning considerations for bathroom design * MSFKB4011 - Design ancillary residential cabinetry * MSFFT4009 - Match furnishing style and materials to customer requirements (elective) * MSFID4013 - Design residential interior lighting (elective) * MSFID5023 - Design for all ages and abilities (elective) * MSFKB4012 - Determine layout for laundry components (elective) * Drawing * MSFFM3011 - Measure and draw site layout for manufactured furniture products * MSFID4014 - Produce digital models and documentation for interior design projects   Administration   * MSFKB4013 - Document residential building services * MSFID4022 - Prepare quotation and contract documentation for design projects * MSFID4015 - Prepare materials and finishes boards for client presentation (elective) * MSFKB4015 - Research and recommend materials, components and finishes for kitchen designs * MSFKB4016 - Research and recommend materials, components and finishes for bathroom designs |

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 IV 600-2400 hours

The **Total Amount of Training Hours** for this product is: **412**

The **Total Amount of Assessment Hours** for this Product is: **60**

The Total Estimated **Unstructured Learning Hours** for this product are: **266**

The **Total Volume of Learning** for this product is: **738**

### 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  On Site factory visits | 268 |  |  | 268 |
| **2** | **On-line** | On-line Moodle tasks and forums, including prescribed reading, links, learning activities and practice quizzes. | 144 |  |  | 144 |
| **3** | **Assessment** | Knowledge (F2F) |  | 36 |  | 36 |
| **4** | **Assessment** | Project assessment |  | 24 |  | 24 |
| **5** | **Self-directed** | Industry research, further reading and building of portfolio assignments  4hrs per week/38 weeks per year x 1 years |  |  | 152 | 152 |
| **6** | **Self-directed** | Review of structured activities  1hrs per week/38 weeks per year x 1 years |  |  | 38 | 38 |
| **7** | **Self-directed** | Preparation for assessments  2hrs per week/38 weeks per year x 1 years |  |  | 76 | 76 |
|  | **Total VOL** |  | **412** | **60** | **266** | **738** |

**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 Project based assessments, knowledge based assessments.

**Student cohort**

Students enrolled in this qualification are seeking to gain skills and knowledge to become a qualified Kitchen and Bathroom Designer after successful completion. Students are encouraged to work in industry and study at the same time.

**Duration:**

The face to face duration of this qualification will be 1 day per week for 38 weeks of attendance across 2 semesters for 1 year

Attendance pattern follows a weekly day pattern

38 days over the TAFE NSW calendar year, with each day of attendance being 8 hours

**Elective choice**

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

**Volume of Learning:**

The Volume of Learning for this training product is 738. Students will engage in 472 hours of training and assessment in a structured delivery mode. Project assessments will be assessed by assessor independently. This is supplemented by 266 hours of unstructured learning activities, self-directed unstructured learning to review activities, complete project based assessments and prepare for written assessments.

**Delivery and Assessment**

Delivered over 1 year 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.

There are three clusters of units of competency across the delivery of this qualification. These units have been clustered to ensure learning is contextualised in a range of activities and addresses overlap in UOC content and required skills and knowledge.

**Cluster 1:**

MSFKB3010 – Detail cabinet construction requirements

MSFKB4011 – Design ancillary residential cabinetry

**Cluster 2:**

MSFKB3011 – Plan kitchen and bathroom projects

MSFKB4009 – Determine spatial planning considerations for kitchen design

MSFKB4010 - Determine spatial planning considerations for bathroom design

**Cluster 3:**

MSFKB4015 – Research and recommend materials, components and finishes for kitchen designs

MSFKB4016 – Research and recommend materials, components and finishes for bathroom designs

Delivery plan for this qualification will be monitored 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, self-directed learning and research combined with the project based assessments allow Volume of Learning to be met.

Online delivery via Moodle and Learning Bank, this will include self-paced learning activities completed individually, tasks and forums, including prescribed reading, links, learning activities and practice quizzes and access to online resources to support learning.

Self-directed - review of structured activities, research required for project assessments 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 266 hours over the 38 weeks of the TAFE NSW calendar.

**Assessment:**

Assessment includes both knowledge and project based assessment tasks.

Project based assessments will include access to trainers throughout the duration of the course to enable students to complete the assessments.

Knowledge assessment will include access to TAFE classroom, computers, assessment tasks and supporting materials required to complete assessment. Knowledge assessment events will be supervised and completed at TAFE.

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.

**Student Support:**

The student will receive a work plan outlining skills required at agreed timelines, and a learning and assessment plan which will be supported by the delivery timetable.

Progress through the course is monitored against the students learning plan so that any issues are identified and rectified in a timely manner. Trainer/assessors communicate the students’ progress, to negotiate any changes to a plan requested 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 candidate.

### 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** | MSFFM3011 – Measure and draw site layout for manufactured furniture products | Stand alone | Blended | T: 9  A: 2 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
| **2** | MSFKB4013 – Document residential building services | Stand alone | Blended | T: 35  A: 5 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
| **3** | MSFID4014 – Produce digital models and documentation for interior design projects | Stand alone | Blended | T: 26  A: 4 |  | Pro - Research Assignment - 50%  Pro - Presentation - 20%  Kn – Short answer questions - 30% |  |
| **4** | MSFID4022 – Prepare quotation and contract documentation for design projects | Stand alone | Blended | T: 26  A: 4 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
| **5** | MSFKB3010 – Detail cabinet construction requirements | Cluster 1: MSFKB4011 | Blended | T: 10  A: 2 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
| **6** | MSFID5023 – Design for all ages and abilities | Stand alone | Blended | T: 39  A: 5 |  | Pro - Research Assignment - 60%  Pro - Presentation - 20%  Kn – Short answer questions - 20% |  |
| **7** | MSFFT4009 – Match furnishing style and materials to customer requirements | Stand alone | Blended | T: 13  A: 2 |  | Pro - Research Assignment - 50%  Pro - Presentation - 20%  Kn – Short answer questions - 30% |  |
| **8** | MSFKB3011 – Plan kitchen and bathroom projects | Cluster 2: MSFKB4009 & MSFKB4010 | Blended | T: 26  A: 4 |  | Pro - Research Assignment - 50%  Pro - Presentation - 20%  Kn – Short answer questions - 30% |  |
| **9** | MSFKB4009 – Determine spatial planning considerations for kitchen design | Cluster 2: MSFKB3011 & MSFKB4010 | Blended | T: 26  A: 4 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
| **10** | MSFKB4010 – Determine spatial planning considerations for bathroom design | Cluster 2: MSFKB3011 & MSFKB4009 | Blended | T: 26  A: 4 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
| **11** | MSFID4013 – Design residential interior lighting | Stand alone | Blended | T: 18  A: 2 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
| **12** | MSFKB4015 – Research and recommend materials, components and finishes for kitchen designs | Cluster 3: MSFKB4016 | Blended | T: 26  A: 4 |  | Pro - Research Assignment - 50%  Pro - Presentation - 20%  Kn – Short answer questions - 30% |  |
| **13** | MSFKB4016 – Research and recommend materials, components and finishes for bathroom designs | Cluster 3: MSFKB4015 | Blended | T: 26  A: 4 |  | Pro - Research Assignment - 50%  Pro - Presentation - 20%  Kn – Short answer questions - 30% |  |
| **14** | MSFID4015 – Prepare materials and finishes boards for client presentation | Stand alone | Blended | T: 53  A: 7 |  | Pro - Research Assignment - 60%  Pro - Presentation - 20%  Kn – Short answer questions - 20% |  |
| **15** | MSFKB4011 – Design ancillary residential cabinetry | Cluster 1: MSFKB3010 | Blended | T: 26  A: 4 |  | Pro - Research Assignment - 50%  Pro - Presentation - 20%  Kn – Short answer questions - 30% |  |
| **16** | MSFKB4012 – Determine layout for laundry components | Stand alone | Blended | T: 27  A: 3 |  | Pro – Report - 70%  Kn – Short answer questions - 30% |  |
|  |  |  |  | **T: 412**  **A: 60** |  |  |  |

5. Master TAS Approval

**Product Manager**

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

Signature: Approval was given electronically in DATA (see request 1633):

<https://live.nei.tafensw.edu.au/DATA2/Site/Approvals/step2.aspx?request_id=1633>

Date: 17/12/2019, 03:07 PM

**Senior Manager, Product Development Support**

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

Signature: Approval was given electronically in DATA (see request 1633):

<https://live.nei.tafensw.edu.au/DATA2/Site/Approvals/step2.aspx?request_id=1633>

Date: 17/12/2019, 03:18 PM

**Head of SkillsPoint**

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

Signature: Approval was given electronically in DATA (see request 1633):

<https://live.nei.tafensw.edu.au/DATA2/Site/Approvals/step2.aspx?request_id=1633>

Date: 18/12/2019, 03:41 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: