# Assessment Mapping (for streamlined units from new Training Packages)

*This document is used to demonstrate content validity of the assessment tool*

Table 1 Main details

| Details | Unique description |
| --- | --- |
| **Unit Code, name and release number** | MSFFM3011 - Measure and draw site layout for manufactured furniture products (1) |
| **Skills Team** |  |
| **Region/Campus** |  |
| **SkillsPoint (owned by)** | Innovative Manufacturing, Robotics and Science |

*NOTES:*

* *Event columns can be added or deleted as required*
* *Rows for elements and performance criteria, etc. can be added or deleted as required*
* *Each component of the unit must be mapped to at least* ***one assessment criteria*** *or* ***question*** *in one or more assessment events*
* *Do NOT delete the section labelled Foundation Skills. If the Foundation skills ARE EXPLICIT in the performance criteria, they do not need to be listed. However, if the Foundation skills ARE NOT incorporated in the performance criteria they must be listed and mapped.*
* *Dimensions of Competency must be considered when selecting assessment types to ensure that the range of tasks you have chosen cover the following:*
  + *Task Skills*
  + *Task Management Skills*
  + *Contingency Planning Skills*
  + *Job Role Environment Skills*

## Unit component mapping to assessment event/s

Table 2 Unit component mapping to assessment event/s

| Element number | Element name | Performance criteria number | Performance criteria description | Learning resources | Knowledge Assessment | Project Assessment |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Obtain measurements | 1.1 | The purpose of obtaining measurements is clarified and confirmed |  | Part 1 Q7 | Part 1 Step 1  Part 1 Step 2 |
|  |  | 1.2 | The most appropriate method of obtaining the measurement is selected and applied |  | Part 1 Q2  Part 2 Q1  Part 3 Q6 | Part 1 Step 4 |
|  |  | 1.3 | Accurate measurements are obtained, confirmed and recorded |  | Part 1 Q3  Part3 Q8 | Part 1 Step 4 |
|  |  | 1.4 | Calculations required for the measurement or validation are selected and correctly applied |  | Part 1 Q4,5 | Part 1 Step 4  Part 1 Step 8 |
|  |  | 1.5 | Quality assurance requirements, standards and tolerances associated with enterprise operations are recognised and adhered to |  | Part 2 Q6  Part 3 Q1,7 | Part 1 Step 6 |
| 2 | Draw site layout | 2.1 | Intended use of the site is clarified and confirmed |  | Part 1 Q7  Part 2 Q2, Q7 | Part 1 Step 1  Part 1 Step 2 |
|  |  | 2.2 | A site plan is prepared showing all features and measurements |  | Part 1 Q8  Part 2 Q9 | Part 1 Steps 3, 4, 6, 7 |
|  |  | 2.3 | A site elevation is completed showing all features and measurements |  | Part 2 Q10 Part 3 Q2 | Part 1 Steps 5, 7 |
|  |  | 2.4 | Unique and non-complying features which may impact on manufacture and/or installation are highlighted and referred to the appropriate party |  | Part 1 Q5, Q9  Part 2 Q4, 5 | Part 1 Step 10  Part 2. O9 |

## Foundation skills NOT explicit in the performance criteria

Table 3 Foundation skills NOT explicit in the performance criteria

|  |
| --- |
| Foundation skills |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |

## Performance evidence

Table 4 Performance evidence

| Performance evidence | Description | Learning resources | Knowledge Assessment | Project Assessment |
| --- | --- | --- | --- | --- |
| PE1 | Identify the factors relevant to the measurements and drawings |  |  | Part 1 Steps 1,2,10 |
| PE2 | Communicate effectively to enable accurate calculations, measurements and drawings |  |  | Part 1 Steps 1,2,10 |
| PE3 | Accurately measure and record particulars for required sector sites and materials |  |  | Part 1 Steps 4, 5 |
| PE4 | Draw accurate, scaled plans and elevations relevant to the site using manual or computer-aided methods |  |  | Part 1 Steps 3,4,  5,6,7  Part 2 O2-6 |
| PE5 | Identify and communicate on measurements and dimensions which may impact on manufacture and/or installation |  |  | Part 1 Step 10 |
| PE6 | Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements |  |  | Part 1 Step 8 |
| PE7 | Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures |  | Part 3 Q3 | Part 1 Steps 9, 10 |
| PE8 | Minimise wastage of resources, including materials, time and money |  |  | Part 1 Step 9 |

## Knowledge evidence

Table 5 Knowledge evidence

| Knowledge evidence | Description | Learning resources | Knowledge Assessment | Project Assessment |
| --- | --- | --- | --- | --- |
| KE1 | Furniture design and planning criteria |  | Part 2 Q2  Part 3 Q10 | Part 1 Step 1 |
| KE2 | Drawing techniques, technologies and processes |  | Part 1 Q8, Q10  Part 2 Q8, Q10  Part 3 Q11 | Part 1 Steps 3, 4, 5, 6, 7 |
| KE3 | Furniture installation methods, criteria and techniques |  | Part 1 Q9  Part 2 Q11, 12  Part 3 Q7 | Part 1 Step 9 |
| KE4 | Measurement techniques and equipment/tools |  | Part 1 Q1, Q2, Q3, Q4, Q5  Part 2 Q1,4,5  Part 3 Q4, Q8 | Part 1 Step 4 |
| KE5 | Theory and practice of calculations (addition, subtraction, multiplication and division) |  | Part 1 Q4  Part 2 Q3  Part 3 Q6, 12, 13 | Part 1 Step 8 |
| KE6 | Conventional signs and markings for plans and drawings |  | Part 1 Q11  Part 3 Q5, 9 | Part 1 Step 4 |

## Assessment conditions

Table 6 Assessment conditions

| Assessment conditions | Description |
| --- | --- |
|  | Assessors must:  hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors  have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification  be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.  Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.  Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor’s reports, projects and work samples.  Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.  Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.  Access is required to information on the site and products for measurement and calculation, suitable work area appropriate to the activity, suitable site plans/drawings and/or specifications, and measuring, calculating and recording devices. |