# 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** | MSFFT4009 - Match furnishing style and materials to customer requirements (2) |
| **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 | Portfolio Assessment |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Determine customer requirements | 1.1 | Customer is consulted to determine requirements |  | Part 1 Q1 | Part 1 Step 1,3 |
|  |  | 1.2 | Examples of furnishing styles and materials are shown to the customer |  | Part 1 Q2, 13 | Part 1 Step 5,6 |
|  |  | 1.3 | Limitations and benefits of styles and materials are explained |  | Part 1 Q3,4 | Part 1 Step 5,6 |
|  |  | 1.4 | Options for the use and modification of styles or materials are defined and proposed to the customer |  | Part 1 Q7,8,9, | Part 1 Step 5,6 |
|  |  | 1.5 | Product requirements are explored, taking into consideration design parameters, material, process, quantity, cost and outcome requirements |  | Part 1 Q5,6, 14 | Part 1 Step 5,6 |
|  |  | 1.6 | Cost and feasibility of customer requirements/options are evaluated |  | Part 1 Q5,6 | Part 1 Step 11,12 |
| 2 | Match options to customer requirements | 2.1 | Customer specifications/standards and user requirements are compared to furnishing styles and materials options |  | Part 1 Q9,20 | Part 1 Step 5,6 |
|  |  | 2.2 | Range of best-fit styles and materials are presented to the customer for evaluation |  | Part 1 Q10 | Part 1 Step 5,6 |
|  |  | 2.3 | Customer queries are answered and examples used to illustrate answers |  | Part 1 Q11 | Part 1 Step 5,6 |
| 3 | Document requirements | 3.1 | Requirements are confirmed and/or approved in the appropriate format |  | Part 1 Q12 | Part 1 Step 1,2,3,4,  5,6,7,8,9,10,11,12 |
|  |  | 3.2 | Specification details are established and confirmed, including quality standards, in accordance with enterprise procedures |  | Part 1 Q16 | Part 1 Step 1,3 |
|  |  | 3.3 | Required completion date and any delivery requirements are documented |  | Part 1 Q16 | Part 1 Step 1,3 |
|  |  | 3.4 | Special instructions to production team are added where required |  | Part 1 Q15 | Part 1 Step 9,10 |
|  |  | 3.5 | Appropriate cost details are incorporated when necessary |  | Part 1 Q12,16 | Part 1 Step 11,12 |

## 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. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide. |

## Performance evidence

Table 4 Performance evidence

| Performance evidence | Description | Learning resources | Knowledge Assessment | Portfolio Assessment |
| --- | --- | --- | --- | --- |
| PE1 | Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures |  |  | Part 1 Step 1,2,3,4  Part 2 Step 1,2,3,4 |
| PE2 | Identify materials used in the work process |  |  | Part 1 Step 5,6  Part 2 Step 5,6 |
| PE3 | Follow work instructions, operating procedures and inspection processes to: |  |  |  |
| PE3.1 | * minimise the risk of injury to self or others |  |  | Part 1 Step 1,3 |
| PE3.2 | * prevent damage to goods, equipment and products |  |  | Part 1 Step 1,3 |
| PE3.3 | * maintain required production output and product quality |  |  | Part 1 Step 9,10 |
| PE4 | Match furnishing style/materials to meet customer requirements on two (2) occasions involving different products, and: |  |  | Part 1 Step 3 |
| PE4.1 | * evaluate design and design requirements |  |  | Part 1 Step 1,3,5,6  Part 2 Step 5,6 |
| PE4.2 | * evaluate furnishing styles and materials and compare them to customer requirements |  |  | Part 1 Step 1,3,5,6  Part 2 Step 5,6 |
| PE4.3 | * identify the impact of commercial, environmental and safety risks |  |  | Part 1 Step 7,8  Part 2 Step 7,8 |
| PE5 | Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements |  | Part 1 Q5,6 | Part 1 Step 11,12  Part 2 Step 11,12 |
| PE6 | 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 1 Step 1, 3  Part 2 Step 1, 3 |
| PE7 | Avoid backtracking, work flow interruptions or wastage |  |  | Part 1 Step 2, 4  Part 2 Step 9,10 |

## Knowledge evidence

Table 5 Knowledge evidence

| Knowledge evidence | Description | Learning resources | Knowledge Assessment | Portfolio Assessment |
| --- | --- | --- | --- | --- |
| KE1 | Range of company products, market, work systems and equipment |  | Part 1 Q21,22,  Part 1 Q23,24 |  |
| KE2 | Relevant furnishing styles and materials |  | Part 1 Q3,4,8  Part 1 Q13,17 |  |
| KE3 | Company business policies and plans, including procedures for product modification and product development |  | Part 1 Q18,25,26,27,28 |  |
| KE4 | Legislative requirements of the work activities |  | Part 1 Q19 |  |
|  |  |  |  |  |

## 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 product lists, furnishing style catalogues or references and customer requirements. |