# Instructions to Assessor

To ensure sufficiency of evidence, the Assessor must review a combination of types of evidence to support the RPL assessment judgement. Types of evidence may include (but are not limited to):

* Job descriptions/roles – these need supervisor verification
* Meeting minutes
* Informal training documentation and workplace training
* Work samples
* Portfolio
* Performance Management Reports
* Third Party Report
* Certified Transcripts that confirm formal training – Statements of Attainment, Certificates, Diplomas, Degrees
* Professional conversations
* Involvement in community groups and/or committees
* Emails and/or memos
* Letters and References
* Resume/work history – this needs to be supported by examples and supervisors contacted to verify the detail
* Video, audio recordings
* Photos (identifying the student and performing tasks)

In the Evidence tables under ‘Comments’ the Assessor must:

* Identify gaps by element/performance criteria
* Suggest ways to fill identified gaps (eg. formal training, direct observation, challenge tests etc.).

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The Unit Evidence Summary is to be used for **mapping evidence** submitted by the RPL student against the Unit requirements.

| **Student name** |  | | | | **Student no.** | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit name** | Hand make timber joints | | | | **Unit code** | | | MSFFM2006 |
| **Pre-requisites** (If the unit above has any pre-requisites they should be listed below. Ensure the student has successfully obtained them prior to proceeding. Include evidence of the pre-requisite with your detailed RPL evidence): | | | | | | | | |
|  | | | | | | | | |
| **Student meets the pre-requisite requirements** | | **Yes** |  | **No** |  | **Date** |  | |

To confirm Validity of Evidence the Assessor must cross-reference all components of the unit with the evidence received to determine that competence has been demonstrated.

The components of a unit include: Each element and its performance criteria, each item of required skills or performance evidence, each item of required knowledge or knowledge evidence, and foundational skills and each item in critical aspects or assessment conditions.

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| --- | --- | --- | --- | --- | --- | --- |
| **Outcome for this unit** | **RPL Granted** |  | **RPL Not Granted** | | |  |
| **Assessor feedback** |  | | | | | |
| **Assessor signature** |  | | | | | |
| **Student feedback** |  | | | | | |
| **Student signature** |  | | | **Date** |  | |
| **Evidence received** | | | | | | |
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|  |  | | | | | |
| **Location of evidence** |  | | | | | |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Elements and performance criteria** | | | | | |
| **1. Prepare the work** | | | | | |
| **1.1.** Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |  |  |  |  |  |
| **1.2.** Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |  |  |  |  |  |
| **1.3.** Product purpose, furniture style and joint type are identified from workplace documentation |  |  |  |  |  |
| **1.4.** Tools, adhesives and fasteners are selected to match the joint type |  |  |  |  |  |
| **2. Make joint** | | | | | |
| **2.1.** Cutting and joining lines are marked out to suit joint type |  |  |  |  |  |
| **2.2.** Measurements and calculations are checked for accuracy to ensure quality outcomes |  |  |  |  |  |
| **2.3.** Timber is joined in accordance with workplace requirements |  |  |  |  |  |
| **2.4.** Fasteners and adhesives are used to make joints firm where required |  |  |  |  |  |
| **2.5.** Finished joint is checked against quality requirements |  |  |  |  |  |
| **3. Finalise operation and maintain equipment** | | | | | |
| **3.1.** Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |  |  |  |  |  |
| **3.2.** Machinery is cleaned and left in a safe mode |  |  |  |  |  |
| **3.3.** Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |  |  |  |  |  |
| **3.4.** Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures |  |  |  |  |  |
| **3.5.** Waste and scrap materials are dealt with following workplace procedures |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Foundation Skills** | | | | | |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required skills or performance evidence** | | | | | |
| **PE1.** Interpret work order and locate and apply relevant information |  |  |  |  |  |
| **PE2.** Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment |  |  |  |  |  |
| **PE3.** Follow work instructions, operating procedures and inspection practices to: |  |  |  |  |  |
| * **PE3.1.** prevent damage to goods, equipment and products |  |  |  |  |  |
| * **PE3.2.** maintain required production output and product quality |  |  |  |  |  |
| * **PE3.3.** minimise the risk of injury to self and others |  |  |  |  |  |
| **PE4.** Select appropriate joint types for the furniture item and utilise at least three (3) different adhesive types |  |  |  |  |  |
| **PE5.** Produce a minimum of four (4) different joint types in accordance with industry standards on tolerances with at least two (2) produced substantially by hand operations |  |  |  |  |  |
| **PE6.** Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements |  |  |  |  |  |
| **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 |  |  |  |  |  |
| **PE8.** Minimise wastage of resources, including materials, time and money |  |  |  |  |  |
| **PE9.** Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required knowledge or knowledge evidence** | | | | | |
| **KE1.** Characteristics, properties and selection criteria of adhesives used |  |  |  |  |  |
| **KE2.** Capabilities and limitations of tools used |  |  |  |  |  |
| **KE3.** Matching requirements of adhesives and fasteners to timbers/materials used |  |  |  |  |  |
| **KE4.** Work flow in relation to the furniture items being made or repaired |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Critical aspects or assessment conditions** | | | | | |
| 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 tools, materials and equipment required to hand make timber joints. |  |  |  |  |  |
| **Other information if required** | | | | | |
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