

FURNISHING



FURNISHING: SAMPLE ASSESSMENT PROCESS



Listed below are the units of competence in VCE VET Units 3–4:

LMFCR0003A	Carry out measurements and calculations	20
LMFFM2002A	Assemble furnishing components	20
LMFFM2001A	Use furniture making sector hand and power tools	40
LMFFM3002A	Construct furniture using leg and rail method	64
LMFFM3012A	Prepare cutting list from plans and job specification	16
LMFFM2007A	Follow plans to assemble production furniture	16
LMFGN3001A	Read and interpret documents	24

THE ASSESSMENT PLAN

Identify and group appropriate units of competence after carefully considering advice in the relevant Training Package, the VCAA requirements in the relevant Assessment Guide and the work focus of the units.

The following units of competence were grouped together:

LMFFM2001A	Use furniture making sector hand and power tools	40 hours
LMFFM2002A	Assemble furnishing components	20 hours

This group of units represents a total of 60 nominal hours and is within the VCAA requirement of not exceeding 120 nominal hours within one task.

Further guidance from the assessment advice within the units of competence also influenced the decision to assess these units together.

DESIGN THE ASSESSMENT TASK

FURNISHING – PRODUCT STUDENT INFORMATION

You will need to have completed the learning activities for the above two units of competence before you undertake the scored task. You have been supplied with the job specifications and a plan for the table. You have checked measurements and calculations from the job specifications and plan and estimated the materials requirements from a cutting list. The cutting list has been given to the machinist to produce the table components.

The assessment will require you to assemble a minimum of four components, for example frames, tops, ends, or drawers.

The task is made up of three parts:

Part 1: Planning the assembly of the table.

Part 2: Assembling the table following plans and using hand and power tools.

Part 3: Oral responses to a set of questions regarding the planning and production/assembly of the table.

The assessor will use an assessment checklist to assess competence and your level of performance.

SPECIFIC REQUIREMENTS OF THE TASK

Part 1: Planning the assembly of the table

You will need to consider the following items and submit a plan that may include a job safety analysis worksheet in interpreting work sequence (steps) and estimating times to complete each step. (Use department or workplace forms to compile this information, such as Planning or Job Analysis forms or list in dot points.)

Gather your information and when you are ready you will have up to two hours to complete the plan during class time. Your plan should include:

- a list of the components, hardware, fittings and attachments
- a sketch outlining the sequencing of putting the components together (prepared beforehand) and attached to the worksheet
- a list of the construction sequence/different stages (steps) in assembling the components (you may use the job safety analysis worksheet)
- list of the hand and power tools and personal protection equipment required at the different stages (you may use a job safety analysis worksheet)
- a list of the fixing and joining devices to be used
- a timeline to complete the project.

The plan should be approximately 500–700 words.

Submit the planning documentation to your assessor.

Part 2: Assembling the table components using hand and power tools

Up to 15 hours will be allowed for you to assemble the table components using hand and power tools. Assessment will include observation by the assessor using assessment checklists.

Follow your plan to assemble the table components.

Prepare and lay out the worksite

Confirm a start time with your assessor and prepare and layout the worksite. Consider the assembly sequence stage in completing the following tasks:

- Select a suitable work area for the task.
- Collect, check and layout furnishing components.
- Check measurements of components and take appropriate action if necessary.
- Select personal protective equipment.
- Select, check and layout hand and power tools and equipment.
- Select, collect and check suitable hardware, fittings and attachments.
- Select appropriate fixing and joining devices.
- Select and check jigs.

Remember to follow workplace procedures and health and safety requirements, including the use of personal protection equipment in the completion of all tasks throughout the work.



Assemble and evaluate the table components

Assemble the table components using appropriate hand and power tools and equipment. During assembly consider the following tasks:

- Interpret work order and work effectively with others and in a team to maximise workflow and productivity.
- Use appropriate jigs, clamps and fasteners – that may include glues, screws, nails, dowels and knockdown fitting – to assemble components appropriately.
- Components are held in appropriate position for hand and power tools.
- Hand and power tools are used safely and effectively, including the use of personal protective equipment.
- Hand and power tools are safely and appropriately located when not in use.
- Demonstrate skills in the use of hand and power tools. Includes, dressing materials, cutting joints, finishing surfaces, cutting straight and compound angles, jointing materials, edge trimming and the basic sharpening of cutting tools.
- At each stage of assembly check for:
 - alignment and squareness
 - correct number of fitting of fasteners
 - hardware, fitting and attachments
 - conformity to work instruction and quality requirements.
- Check the assembled frame for compliance according to specifications that have been supplied.
- All tools and equipment are cleaned, maintained and stored according to workshop requirements.
- Work area is cleared and waste removed and disposed according to workshop procedures, following OH&S procedures in the handling of materials, safety workshop rules in the disposal of waste, stacking furniture components.

Part 3: Questions on planning and problem-solving processes during the planning and production of the table

Below are a set of questions that your assessor will ask you to answer about your planning and problem-solving skills and knowledge of the furniture making process:

1. Why are different materials used for specific components?
2. Outline three problems you experienced or could have experienced during the construction of the table.
3. What are the power tools you used and why did you use these for a particular stage/s?
4. Why did you choose these specific fixing and joining devices?
5. Why is it important to choose and prepare a suitable work area?
6. Why is it necessary to check the measurements of the components?
7. Why is it necessary to check the condition of hand and/or power tools? What are you looking for?
8. Explain the safe handling of a range of equipment and tools.
9. Were there any interruptions to your workflow? How did this affect your work?
10. What quality procedures did you follow at each stage of production?



Assessment of the task

The five criteria for this assessment task are:

- Application of underpinning knowledge
- Planning, organisation and implementation
- Problem solving
- Evaluation of product against plan or intended outcome
- Techniques and processes.

Resources

To complete this task you will need access to plans, specifications, department or workplace forms, workbooks, manuals and the necessary tools and equipment.

Assessment due date/s



Allocate the elements of assessment to the Product scoring criteria

CRITERIA	ELEMENTS OF ASSESSMENT
APPLICATION OF UNDERPINNING KNOWLEDGE	<ul style="list-style-type: none"> ■ Identify types, characteristics and uses of common furnishing components. ■ Identify types, characteristics, uses and maintenance requirements of hand and/or power tools commonly used in furniture production. ■ Identify workplace health and safety requirements including OH&S legislation, safe use of tools and equipment, reporting of faulty equipment and maintenance procedures. ■ Identify procedures for determining quality at each stage of process. ■ Identify workflow in the workplace. ■ Identify work instructions such as job sheets, cutting lists, plans and drawings. ■ Identify manufacturers' instructions for use of tools and equipment.
PLANNING AND ORGANISATION AND IMPLEMENTATION	<ul style="list-style-type: none"> ■ Interpret and use work instructions. ■ Plan and organise activities. ■ Prepare work area. ■ Locate and check materials and equipment for job requirements. ■ Collect and check components, hardware, fittings and attachments. ■ Follow work instructions, operating procedures and quality inspection procedures. ■ Plan assembly sequences. ■ Select tools and equipment to match fixing method. ■ Select fixing and joining devices to match type of materials to be joined. ■ Select and check jigs. ■ Select equipment to hold or support material for hand tools application. ■ Assemble and fit components according to specifications. ■ Organise and store finished products in holding area. ■ Clean, check and store tools and equipment. ■ Carry out operator maintenance on power tools. ■ Clean and maintain work area.
PROBLEM SOLVING	<ul style="list-style-type: none"> ■ Prevent damage to tools, equipment and products by following and applying OH&S procedures. ■ Minimise risk of injury by following OH&S procedures. ■ Maintain product quality by following quality procedures at each stage of production. ■ Tag faulty and/or defective equipment. ■ Report faults to supervisor. ■ Repair or tag frames that do not meet quality specifications by following workplace procedures.
EVALUATION OF PRODUCT AGAINST PLAN OR INTENDED OUTCOME	<ul style="list-style-type: none"> ■ Apply procedures for checking quality at each stage of the production process against work instructions and quality requirements. This includes checking for: <ul style="list-style-type: none"> - alignment and squareness - correct number and fitting of fasteners - fittings and attachments.
TECHNIQUES AND PROCESSES	<ul style="list-style-type: none"> ■ Use tools and equipment to perform a number of tasks such as: <ul style="list-style-type: none"> - cutting joints - finishing surfaces - cutting straight and compound angles - jointing materials - edge trimming ■ Perform the basic grinding of power tools according to OH&S procedures.

Product contextualised for Furnishing. Using the preceding table that identifies the evidence linked to the scoring criteria, this table provides performance level descriptors

LEVELS OF PERFORMANCE		1	2	3	4	5
VCE VET SCORING CRITERIA	APPLICATION OF UNDERPINNING KNOWLEDGE	<p>Identifies and applies basic OH&S procedures to the assembly of furnishing components in the workplace.</p> <p>Identifies types, characteristics and uses of common furnishing components and tools.</p> <p>Locates and identifies work instructions.</p> <p>Identifies workflow sequence in relation to furniture production.</p>	<p>Identifies types, characteristics and uses of common furnishing components and tools.</p> <p>Locates and interprets work instructions.</p> <p>Clarifies workflow sequence in relation to furniture production.</p>	<p>Selects and applies relevant OH&S procedures to the assembly of furnishing components in the workplace.</p> <p>Describes types, characteristics and uses of common furnishing components and tools.</p> <p>Locates and interprets work instructions.</p> <p>Clarifies workflow sequence in relation to furniture production.</p>	<p>Independently locates, evaluates and applies relevant OH&S procedures to the assembly of furnishing components in the workplace.</p> <p>Describes types, characteristics and uses of common furnishing components and tools and gives practical examples of their application.</p> <p>Independently locates, interprets and clarifies work instructions.</p> <p>Clarifies and adjusts workflow sequence in response to changing requirements.</p>	<p>Independently locates, evaluates and applies relevant OH&S procedures to the assembly of furnishing components in the workplace.</p> <p>Describes types, characteristics and uses of common furnishing components and tools and gives practical examples of their application.</p> <p>Independently locates, interprets and clarifies work instructions.</p> <p>Clarifies and adjusts workflow sequence in response to changing requirements.</p>
	PLANNING, ORGANISATION AND IMPLEMENTATION	<p>Works within set timelines.</p> <p>Plans assembly sequence.</p> <p>Locates and checks materials, equipment, components and fittings for job requirements.</p>	<p>Sets timelines and works within them.</p> <p>Plans and checks assembly sequence.</p> <p>Locates, checks and confirms materials, equipment, components and fittings for job requirements.</p>	<p>Independently sets timelines and adjusts timelines where necessary.</p> <p>Plans, checks and adjusts assembly sequence in response to changing requirements.</p> <p>Independently locates, checks and confirms materials, equipment, components and fittings for job requirements and links them to the assembly sequence.</p>	<p>Independently sets timelines and adjusts timelines where necessary.</p> <p>Plans, checks and adjusts assembly sequence in response to changing requirements.</p> <p>Independently locates, checks and confirms materials, equipment, components and fittings for job requirements and links them to the assembly sequence.</p>	<p>Independently sets timelines and adjusts timelines where necessary.</p> <p>Plans, checks and adjusts assembly sequence in response to changing requirements.</p> <p>Independently locates, checks and confirms materials, equipment, components and fittings for job requirements and links them to the assembly sequence.</p>

LEVELS OF PERFORMANCE		1	2	3	4	5
VCE VET SCORING CRITERIA						
PROBLEM SOLVING	<p>Recognises faults that do not meet quality specifications and repairs or tags tools or equipment.</p> <p>Reports faults to supervisors.</p> <p>Identifies problems and follows direction to rectify faults.</p>	<p>Recognises faults that do not meet quality specifications and repairs or tags tools and links to quality procedures.</p> <p>Reports faults to supervisor and describe the fault in more detail.</p> <p>Takes appropriate action to rectify faults.</p>	<p>Independently recognises faults that do not meet quality specifications and repairs or tags and suggests ways of improving quality process.</p> <p>Reports faults to supervisor and describes them in more detail and identifies implications for completion of task.</p> <p>Anticipates problems and responds appropriately.</p>			
EVALUATION OF PRODUCT AGAINST PLAN OR INTENDED OUTCOME	<p>Follows basic procedures for checking quality at each stage of production.</p> <p>The product reflects the plan and specific quality requirements.</p>	<p>Follows a range of appropriate procedures for checking quality at each stage of production.</p> <p>The product reflects the plan and meets all quality requirements.</p>	<p>Independently follows and clarifies procedures for checking quality at each stage of production.</p> <p>The products reflect the plan and meets high quality requirements.</p>			
TECHNIQUES AND PROCESSES	<p>Operates and locates tools and equipment safely and selects and wears appropriate personal protection equipment.</p> <p>Follows workshop health and safety procedures under supervision.</p> <p>Demonstrates dexterity in the use of most tools and equipment in the performance of required tasks.</p> <p>Produces a product according to industry specifications.</p>	<p>Operates and locates tools and equipment safely and selects and wears appropriate personal protection equipment.</p> <p>Follows workshop health and safety procedures and demonstrates an awareness of ensuring a safe workshop is maintained.</p> <p>Demonstrates dexterity in the use of all tools and equipment in the performance of required tasks.</p> <p>Produces a quality product according to industry specifications.</p>	<p>Always operates and locates tools and equipment safely and selects and wears appropriate personal protection equipment.</p> <p>Follows workshop health and safety procedures and identifies and takes action to ensure the workshop is safe at all times.</p> <p>Demonstrates high level skill and confidence in the use of all tools and equipment in the performance of required tasks.</p> <p>Produces a high quality product according to industry specifications.</p>			

Note: The industry specific performance descriptors do not replace the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

CONDUCT THE ASSESSMENT

You need to conduct the assessment within the VCAA timeframes as prescribed in the Assessment Guide. Conducting assessment requires the assessor to inform the student about the assessment process and to ensure the student is prepared for the assessment.

To score the task, refer to the application of the industry specific scoring criteria developed in Phase 2 under 'Apply scoring criteria in the industry specific context' as a guide to make your scoring decision on performance of the task. On completion of the assessment transfer the scores to the official VCAA documentation.

This final phase in the process is about reflecting on the entire process, which may include validation that involves reviewing, comparing and evaluating the assessment. This may involve:

- validation of the assessment process during assessment
- validation of evidence contributing to judgments made to confirm competence
- moderation of the scoring of assessment tasks.

Think about the following:

- Was the right task type selected?
- What worked well?
- What part of the process needs to be improved?
- How can this be done?

Apply the Product scoring criteria in the industry specific context.