VCE VET Furnishing

Program Booklet

Incorporating

MSF20516 Certificate II in Furniture Making Pathways

(Release 2)

January 2020

This program was first implemented in October 2016

Modification history

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Status | Release Date | Comments |
| 4.0 | Current | January 2020 | Updated Program Booklet to new VCAA style guide and branding |
| 3.0 | Superseded | January 2019 | Moved to full Program Booklet  SWL Information updated |
| 2.0 | Superseded | January 2018 | Updated UoC titles |
| 1.0 | Superseded | October 2016 | Original Program |

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Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training (VET) certificate. VCE VET programs:

* are fully recognised within the Units 1 to 4 structure of the Victorian Certificate of Education (VCE) and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
* may contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
* function within the National Training Framework.

Program development

This iteration of the VCE VET Furnishing program was implemented in 2016. It must be used in conjunction with the MSF Furnishing Training Package (Release 4.0) qualification MSF20516 Certificate II in Furniture Making Pathways (Release 2). This program replaces the VCE VET Furnishing program published in January 2019 and all subsequent program summaries.

The VCE VET Furnishing program provides students with the knowledge and skills to enhance their employment prospects in the furnishing, cabinet making and related industries.

Program information

This program booklet must be read in conjunction with the *VCE VET Program Guide* and the nationally endorsed MSF Furnishing Training Package.

Industry overview

Training package

In concert with other manufacturing industry sectors furnishing has both specialised trades and occupations calling for broad skilling. Increasingly sophisticated technology being introduced into the industry places new skill demands on traditional occupations and quality assurance is an important aspect of sustaining industry growth and competitiveness.

The MSF Furnishing Training Package has qualifications that allow for considerable flexibility in choice of competencies so training and assessment can be suited to a wide range of enterprise sizes and job roles.

Qualifications / packaging rules

MSF20516 Certificate II in Furniture Making Pathways (Release 2)

Students must achieve twelve units of competency to gain MSF20516 Certificate II in Furniture Making Pathways, including:

* five core units of competency
* seven elective units of competency.

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available.

The qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area.

Achievement of competence in the MSF pathways units will provide advanced progress towards reaching competence in units contained in other Furnishing Training Package qualifications.

This qualification delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the graduates’ entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Future training and career pathways may include furniture maker, cabinet maker, kitchen and bathroom installer, flooring installer, upholsterer or furniture finisher.

For further information, visit <[training.gov.au/Training/Details/MSF20516](https://training.gov.au/Training/Details/MSF20516)>.

VCE VET Program details

Aims

The VCE VET Furnishing program aims to:

* provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the furnishing, cabinet making and related industries
* enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Program structure

The VCE VET Furnishing program comprises one certificate II with VCE VET credit at Units 1 to 4 level. Certificates II are typically completed over two years.

The identified units of competency in the VCE VET Furnishing program have been selected for recognition purposes and may vary from the qualification packaging rules.

Scored assessment

Scored assessment is available for the MSF20516 Certificate II in Furniture Making Pathways qualification. To gain a study score a student must: be competent in the prescribed training; complete all scored VCE VET assessments; complete an end of year examination.

VCE VET Credit

Students undertaking the VCE VET Furnishing program are eligible for up to four VCE VET units on their VCE or VCAL statement of results:

* two VCE VET Units at Units 1 and 2 level
* a VCE VET Units 3 and 4 sequence.

VCE VET credit will accrue in the following order: Units 1, 2, 3, and 4. These units of credit may be accumulated over more than one year.

Nominal hour duration

Nominal hours represent the supervised structured learning and assessment activities required to sufficiently address the content of each unit of competency.

Nominal hours are used to determine credit into the VCE or VCAL for VET units of competency.

Duplication

When a VCE VET program significantly duplicates other VCE studies or VET training in a student’s program, a reduced VCE VET unit entitlement may apply. Credit towards the VCAL may also be reduced due to duplication.

No significant duplication has been identified between the VCE VET Furnishing program and other VCE studies.

Sequence

Certain units of competency will complement each other, lending to coordinated delivery that minimises content overlap. Units of competency have guidelines on the different situations and delivery contexts, and a range of delivery sequences are possible.

The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The strong advice and assumption of industry bodies is that the quality of the qualification is compromised when foundation training is neglected.

The sequencing of units of competency is determined by the registered training organisation, teacher or trainer; however, it is anticipated that a number of the core units of competency will be undertaken in the first year of the program.

Schools are advised that the Units 3 and 4 sequences are not designed as stand-alone studies.

The VCE VET Units 3 and 4 sequence must be assessed in the same enrolment year to access a study score.

VCE VET Furnishing program structure

MSF20516 Certificate II in Furniture Making Pathways (Release 2)

|  |  |  |  |
| --- | --- | --- | --- |
| Code | Unit Title | Release | Nominal  Hours |
| **Units 1 and 2** | | | |
| **Compulsory units:** | | | |
| MSFFP2002 | Develop a career plan for the furnishing industry | | 30 |
| MSMENV272 | Participate in environmentally sustainable work practices | | 30 |
| MSMPCI103 | Demonstrate care and apply safe practices at work | | 30 |
| **Subtotal:** | | | **90** |
| **Elective units:** Select a minimum of **five** electives with a minimum of **90 hours**. | | | |
| MEM16006A | Organise and communicate information | | 20 |
| MEM16008A | Interact with computing technology | | 20 |
| MSFFM2003 | Select and apply hardware | | 16 |
| MSFFP2003 | Prepare surfaces | | 24 |
| MSFFP2004 | Apply domestic surface coatings | | 40 |
| MSFFP2005 | Join furnishing materials | | 10 |
| MSFFP2006 | Make simple timber joints | | 40 |
| MSFFP2007 | Identify materials used in furnishing production | | 40 |
| MSFFP2008 | Make a simple upholstery product | | 40 |
| MSFFP2009 | Identify materials suitable for kitchen or bathroom construction | | 50 |
| MSFFP2010 | Research and draw a basic kitchen or bathroom design | | 30 |
| A maximum of **one** elective may be chosen from the electives below | | | |
| MSMPCI101 | Adapt to work in industry | | 30 |
| MSMSUP106 | Work in a team | | 30 |
| **Minimum for Units 1 and 2:** | | | **180** |
| **Units 3 and 4** | | | |
| **Compulsory units:** | | | |
| MSFFM2001 | Use furniture making sector hand and power tools | 1 | 40 |
| MSFFM2002 | Assemble furnishing components | 1 | 20 |
| MSFFP2001 | Undertake a basic furniture making project | 1 | 100 |
| MSFGN2001 | Make measurements and calculations | 1 | 30 |
| **Total for Units 3 and 4:** | | | **190** |

Study Score

A study score is available for the VCE VET Furnishing program.

VCE VET Furnishing offers a scored program option. To be eligible for a study score students must:

* satisfactorily complete all the units of competency required in the Units 3 and 4 sequence
* be assessed in accordance with the tools and procedures specified in the *VCE VET Assessment Guide* and program specific assessment plan templates published annually on the VCAA website
* undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Units 3 and 4 sequence, and in accordance with the current examination specifications.

Units 3 and 4 of the VCE VET Furnishing program must be delivered and assessed in a single enrolment year.

The study score for the VCE VET Furnishing program is based on evidence from two sources: coursework tasks and an examination. The assessment of three VCE VET coursework tasks does not replace the qualification assessments. Both tend to be complementary and may be integrated. Tasks may be designed with both assessment purposes in mind.

For further information on scored assessment refer to the *VCE VET Assessment Guide*, which contains information relating to study scores for VCE VET programs. It includes an overview of study score assessment, advice regarding the development of coursework tasks, and integration of study scores with competency assessment.

The assessment guide also contains generic templates, scoring criteria and other coursework assessment records:   
<[www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx](https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx)>.

Advice relating to the VCE VET Furnishing program is published on the VCAA website and updated annually: <[www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/furnishing.aspx](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/furnishing.aspx)>.

ATAR Contribution

Students wishing to receive an ATAR contribution for the VCE VET Furnishing program Units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment. Where a student elects not to receive a study score no contribution to the ATAR will be available.

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website:

* study rules: <[www.vtac.edu.au/results-offers/atar-explained/study-rules](http://www.vtac.edu.au/results-offers/atar-explained/study-rules.html)>
* study groupings: <[www.vtac.edu.au/results-offers/atar-explained/study-groupings](http://www.vtac.edu.au/results-offers/atar-explained/study-groupings.html)>.

Structured workplace learning

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.

SWL complements the training undertaken at the school/RTO. It provides the context for:

* enhancement of skills development
* practical application of industry knowledge
* assessment of units of competency, as determined by the RTO
* increased employment opportunities.

The VCAA strongly recommends that students undertake a minimum of 80 hours of SWL for the VCE VET Furnishing program. SWL should be spread across the duration of the training program.

Further details regarding SWL, the SWL Portal and the Department of Education and Training SWL Manual is available on online: [<www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx)>.

The SWL Manual outlines roles and responsibilities of the student, parent, employer and principal; procedures and guidelines for placing students in the workplace; and relevant policy and legislation. The manual also has a link to Ministerial Order 55 and the SWL Arrangement form.

SWL Recognition

Structured Workplace Learning (SWL) recognition involves the development and maintenance of the Workplace Learning Record (WLR) by the student. The work placement must be in an industry area aligned to the VET certificate drawn from the VCE VET Furnishing program. The completion of the WLR is a requirement for recognition by the VCAA for VCE and VCAL credit.

The VCE VET Furnishing program offers SWL recognition. Further details are available at: <[www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx](https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx)>.

Work health and safety

Schools/RTOs must ensure that Work Health and Safety (WHS) issues are fully addressed in the training program.

The principal is responsible for ensuring the school meets its responsibilities for students in SWL arrangements.

Where the student will be employed under an SWL arrangement, the principal must be satisfied that the student is undertaking training in the WHS unit of competency before the arrangement can be entered into.

Students must be informed of the significance of work-related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.

Schools must also be satisfied, through their review of the acknowledgment provided by employers on the SWL Arrangement form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care towards students as essentially no different from that owed to their employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task that presents potential risk. This means that no student may be exposed at any time to dangerous plant machinery, equipment, substances, work environments or work practices.

On the first morning of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first aid, emergency and incident reporting arrangements.

The student should be given an orientation tour of the workplace and any excluded areas or activities should be pointed out. Students should be instructed to report without delay anything they feel may be unsafe. They should be encouraged to ask for help or further instruction if they are not sure of the correct way to carry out any task.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student’s activities. Supervisors must understand that a student may not fully grasp information or instructions the first time they are told. They should encourage students to ask for help if they have forgotten or if they experience difficulty in putting information into practice.

The WorkSafe Victoria website makes available useful resources: [<www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)>.

Additional information

For updates or information relating to this program refer to:

* the VCE VET Furnishing program web page: <[www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/furnishing.aspx](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/furnishing.aspx)>
* the *VCAA* *Bulletin*: <[www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)>
* the Get VET web page for videos, success stories, flowcharts and posters designed to support teachers in engaging, informing and inspiring students and parents about VET Delivered to Secondary Students: <[www.vcaa.vic.edu.au/getvet](https://www.vcaa.vic.edu.au/getvet)>.

VCE Season of Excellence

High quality works created by students who complete this VCE VET program are eligible to apply for the VCE Season of Excellence. For further information, visit: <[www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/index.aspx](http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/index.aspx)>.

Pathways

The VCE VET Furnishing program opens up many different training and employment pathways. The VCAA recommends study at the lower levels to develop industry foundation skills before moving to higher level qualifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Certificate II** |  | Certificate II in Furnishing  Certificate II in Furniture Finishing  Certificate II in Furniture Making  Certificate II in Furniture Making Pathways  Certificate II in Glass and Glazing | | |
|  |  |  |  |  |
| **Certificate III**  **Trade Qualifications** |  | Certificate III in Blinds, Awnings, Security Screens and Grilles  Certificate III in Cabinet Making  Certificate III in Furniture Finishing  Certificate III in Furniture Making  Certificate III in Flooring Technology  Certificate III in Glass and Glazing  Certificate III in Interior Decoration Retail Services  Certificate III in Picture Framing  Certificate III in Upholstery | | |
|  |  |  |  |  |
| **Certificate IV**  **Diploma**  **Higher Education** |  | Certificate IV |  | Certificate IV in Furniture Design and Technology  Certificate IV in Glass and Glazing  Certificate IV in Interior Decoration  Certificate IV in Kitchen and Bathroom Design |
|  |  |  |  |
|  | Diploma / Advanced Diploma |  | Diploma of Furniture Design and Technology  Diploma of Interior Design  Diploma of Stained Glass and Leadlighting  Advanced Diploma of Interior Design |
|  |  |  |  |
|  | Higher Education |  | Associate Degree in Design (Furniture)  Bachelor of Design in Interior and Spatial Design  Bachelor of Design (Interior Design)  Bachelor of Industrial Design (Honours)  Bachelor of Arts - Product, Furniture and Jewellery Design |

Appendix – Sample program

MSF20516 Certificate II in Furniture Making Pathways (Release 2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | | Unit Title | Release | Nominal  Hours |
| **Units 1 to 4** | | | | |
| **Year 1 – Units 1 and 2** | | | | |
| MSFFP2002 | Develop a career plan for the furnishing industry | | | 30 |
| MSMENV272 | Participate in environmentally sustainable work practices | | | 30 |
| MSMPCI103 | Demonstrate care and apply safe practices at work | | | 30 |
| MSFFM2003 | Select and apply hardware | | | 16 |
| MSFFP2003 | Prepare surfaces | | | 24 |
| MSFFP2004 | Apply domestic surface coatings | | | 40 |
| MSFFP2005 | Join furnishing materials | | | 10 |
| MSFFP2006 | Make simple timber joints | | | 40 |
| **Year 2 – Units 3 and 4** | | | | |
| MSFFM2001 | | Use furniture making sector hand and power tools | 1 | 40 |
| MSFFM2002 | | Assemble furnishing components | 1 | 20 |
| MSFFP2001 | | Undertake a basic furniture making project | 1 | 100 |
| MSFGN2001 | | Make measurements and calculations | 1 | 30 |
| **Total Sample Program Hours:** | | | | **410** |