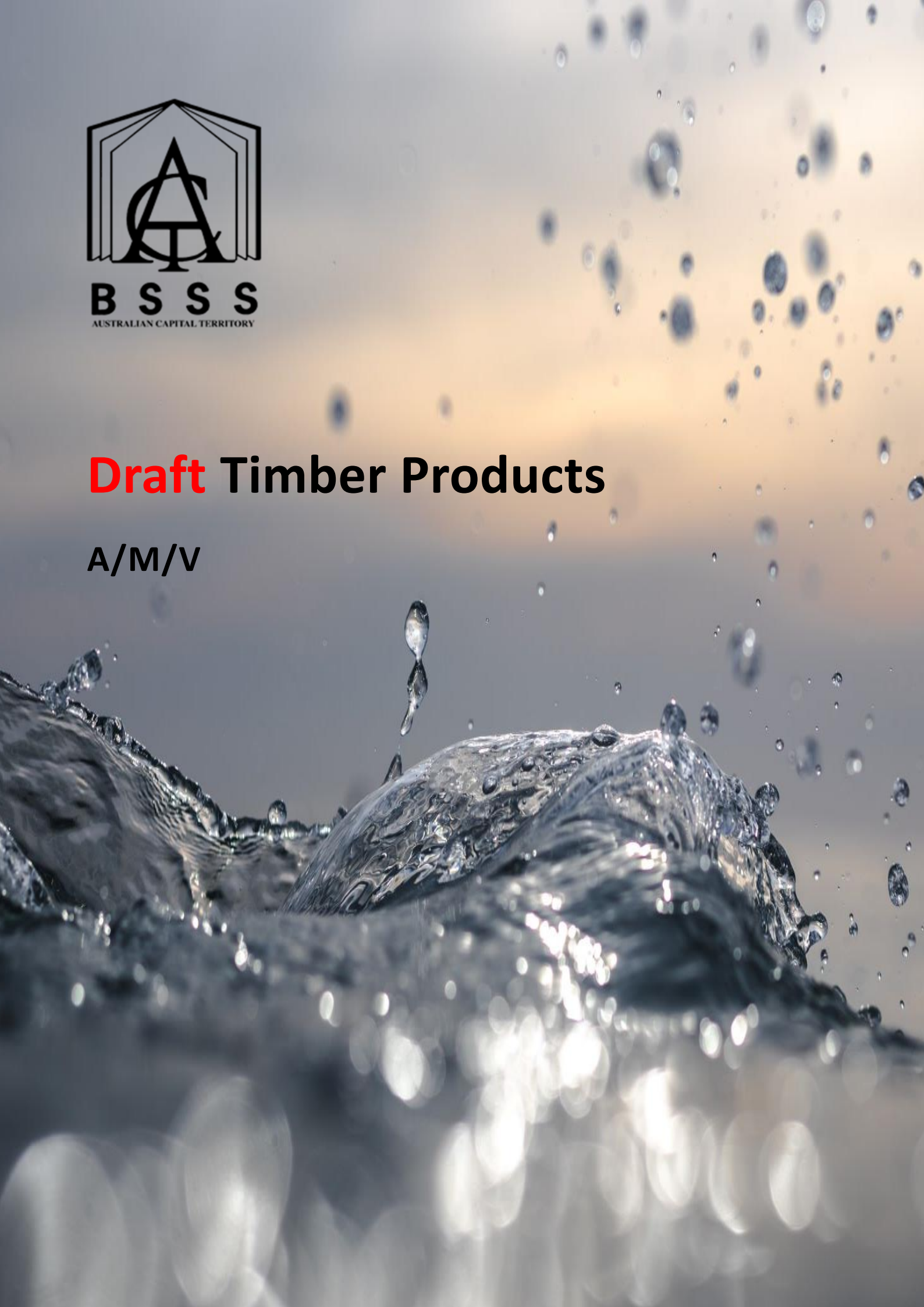
BSSS
AUSTRALIAN CAPITAL TERRITORY

Draft Timber Products

A/M/V



Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certificates VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certificates VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade ‘P’ (Pass) where at least one competency is achieved by the student; or ‘Q?’ ‘Participated’ where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade ‘P’ (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade ‘P’ (Pass).

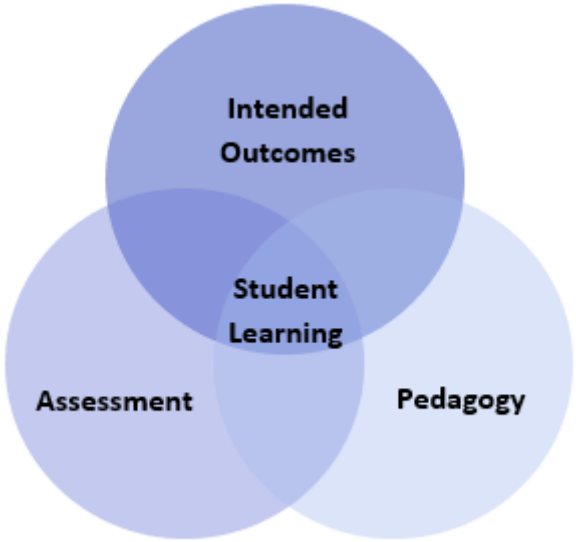
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop their core literacy skills as they learn how to communicate ideas, concepts, and proposals to a variety of audiences. Students read and interpret a range of technical information in relation to systems, processes, and safe operating procedures, often including diagrams and procedural documents, such as user manuals. Students may write design briefs, evaluations, and project reports in order to record the design process. Students use language for different purposes including to interpret, discuss and explain concepts, issues, problems and solutions, read and interpret online documentation and acknowledge sources appropriately**.** The terminology used in Timber Products is often technical and includes specific terms for concepts, processes, materials, equipment, and maintenance. Students learn to understand that technological information is often presented in the form of drawings, diagrams, flow charts, tables, and graphs. They also learn the importance of transferrable work skills like listening, talking, and discussing the processes involved in technology particularly in articulating, questioning, and evaluating practices, processes, and procedures.

Numeracy

Timber Products provides students with the opportunity to develop, extend and apply their numeracy capability by using mathematical knowledge and skills in a range of situations. Students use numbers to calculate, measure and estimate; interpret and draw conclusions; measure and record; develop, refine, and test concepts; and cost and sequence projects. When using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement, and volume. Students may use three-dimensional models, create accurate technical drawings, work with digital models, and use computational thinking in decision-making processes when designing and creating solutions.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they enter or retrieve data using digital technologies and software applications according to organisational procedures. Students develop skills using a range of software applications and digital hardware that enable them to realise their design ideas. Students use ICT when they investigate and analyse information, evaluate design ideas, and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example: drawings, models, and manufacturing solutions (from basic drawing programs to computer-aided design/manufacture).

Critical and Creative Thinking

Students develop capability in critical and creative thinking as they imagine, generate, develop, and evaluate ideas for their practical timber projects. Students will collaborate in analysing problems, refining ideas, developing, and justifying solutions.

Students incorporate the use of technology to assist in problem solving. They identify and explore suitable technologies and incorporate that knowledge into a range of situations.

Students consider how data, information, systems, materials, tools, and equipment (past and present) impact the timber industry, and how these may be better designed and managed. Experimenting, drawing, modelling, designing, and working with digital tools, equipment and software helps students build their visual and spatial thinking to create solutions and products.

Personal and Social Capability

Students develop personal and social capability by developing their social awareness when they work in a collaborative workspace. Students listen to and respect the perspective of others, participating in activities that foster problem-solving and practical application skills. They seek advice, share ideas about problems, progress and innovative solutions. They develop social and employability skills through working cooperatively in teams, managing time, sharing resources and processes, making group decisions, resolving conflict, and showing leadership. Students develop understanding of diversity by researching and identifying user needs. Students consider the impact their decisions have on people, communities and environments and develop social responsibility through understanding of, empathy with and respect for others.

Ethical Understanding

Students develop understanding of ethical implications and sustainability through considered selection and use of materials, processes and production techniques. They recognise the importance of responsible participation in social, economic, environmental, scientific and/or ethical decision making. They apply an understanding of personal and group safety in a work environment. Students consider the impact of technological practices and products, on individuals, society and sustainability.

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing, and using technologies – materials, data, processes, tools, and equipment. Students evaluate their projects against the criteria of environmental sustainability, health, social and emotional responsibility. They explore issues associated with technologies and consider possibilities. Students are encouraged to develop workplace specific values and attitudes.

Students learn about safe and ethical procedures when designing and producing furniture, working with people, products, and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

When researching students consider and learn to detect bias and inaccuracies. They understand the intellectual property rights of themselves and others.

Intercultural Understanding

Students investigate how cultural identities and traditions influence the function and form of solutions, products, services, and environments designed to meet the needs of daily life in the present and in the future.

In their interactions with others, when collaborating on projects, students consider the dynamic and complex nature of cultures, including values, beliefs, practices, and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

The Aboriginal and Torres Strait Islander histories and cultures priority has been developed around the three key concepts of Country/Place, Peoples and Cultures. Each concept contains a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

Students engage with the Aboriginal and Torres Strait Islander histories and cultures priority in Timber Products when utilising the 8 Aboriginal Ways of Learning, such as learning through deconstructing and reconstructing and the use of non-verbal applications, kinaesthetic, hands-on learning when undertaking practical applications. They develop collaborative communication practices through the involvement in Yarning Circles, encouraging responsible and respectful interactions between participants. Respect for Country is fostered in understanding and following sustainable practices.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

The Asia and Australia's engagement with Asia priority has been developed around three key concepts: Asia and its diversity, achievements, and contributions of the peoples of Asia and Asia-Australia engagement. These concepts are regarded as fundamental to learning in the priority. Each concept comprises a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

Opportunities to look at timber material production, sourcing, and use, and changing patterns of trade and engagement with Asia are possible in this course.

Sustainability

Environmental considerations in the selection and use of timbers, finishing products and disposal are integral to this course.

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

This priority will allow all young Australians to develop the knowledge, skills, values, and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural, and economic systems and their interdependence.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional, and global communities. It emphasises the interdependence of environmental, social, cultural, and economic systems.

Students engage with the Sustainability priority in Timber Products when investigating and applying environmental and sustainability considerations in the repair and maintenance of vehicles and the selection and disposal of materials. They investigate emerging design processes for the creation of timber products which aim to address environmental issues, the opportunities, and inhibitors with their uptake in Australia, reflecting on local, national, regional, and global outcomes.

Timber Products

A/M/V

Rationale

Timber Products A/M/V develops the knowledge, understanding and skills that underpin the creation of timber products. In broad terms, students learn about industry practices, processes, procedures and concepts such as technical information, materials, sustainability, ethics, equipment and work health & safety (WHS). Key concepts and ideas in the *Timber Products A/M/V* course include a focus on future directions, and trends.

Through both individual and collaborative learning experiences, students learn to meet expectations and establish productive and appropriate work habits. Participating in industry specific tasks promotes the development of adaptable, competent, self-motivated individuals who consider safety and work collaboratively with colleagues. Students develop skills communicating orally, and in written and graphical modes. They learn about industry practices and participate in essential design processes including developing plans, applying specifications, communicating for purpose, calculations and the use of specialised machinery and tools. They reflect on their own and others practices in meeting desired outcomes and evaluate learning to make considered improvement. Students plan, select, and organise materials to achieve desired timber making outcomes when planning and producing projects, taking into consideration sustainable practices and environmental considerations. They develop relevant technical, vocational, and interpersonal capabilities suitable for employment and further training.

Timber Products A/M/V develops transferable skills relevant to further education and employment. *Timber Products A/M/V* makes provision for a Statement of Attainment from the Visual Arts Package.

Goals

This course enables students to:

- evaluate industry practices, processes, and procedures
- critically analyse theories and concepts
- evaluate technical information, equipment specifications, materials, and resources
- evaluate plans and results using the principles of sustainability and ethics
- synthesise industry and services knowledge and skills to innovate, plan and develop products and services
- apply project management skills to organise resources and material to create quality products and services
- apply Work Health and Safety principles and industry standards when working independently and collaboratively
- apply communication, interpersonal and intrapersonal skills in a range of modes, mediums, and professional contexts
- apply industry specific literacy, numeracy, and ICT skills for planning, designing, and implementing industry applications
- reflect on learning, success, and setbacks to make improvements to support resilience, safe risk taking and an improvement mindset.

Unit Titles

- Creating with Timber
- Timber Manufacturing Contexts
- Creating to a Design Process
- Timber Project
- Independent Study

Organisation of Content

Creating with Timber

This unit is designed to familiarise students with the fundamentals of design and aesthetic theories in working with timber. Students learn the fundamentals of workshops practices and procedures for working safely with timber products, using selected tools and materials correctly. Students learn to use selected hand and power tools, machinery, make joints and follow a given design to create projects undertaken in this unit. They learn transferable work skills for effectively working through projects and problems and communicating with others.

Timber Manufacturing Contexts

This unit is designed to develop skills in the workshop using timber and other materials for selected manufacturing context/s. Students analyse timber products from a selected manufacturing context/s.. They learn technical information, specifications and techniques for manufacturing, including the use of jigs. Students analyse the selected context to make decisions about appropriate jointing techniques according to the chosen product. They develop transferable work skills such as reading plans and drawings, measurement and scale, as well as justifying the selection of particular materials for a given task.

Creating to a Design Process

This unit focuses on creating products using a design process. They consider sustainable and ethical workshop practices and procedures, including interpretation of plans. Students explore the nature and properties of materials to fulfil a design brief. Students learn about the selection of appropriate materials and calculate cost of production and labour within the scope of the design process. They learn communication skills such as to actively listen, and to reflect on and implement feedback from clients and co-workers.

Timber Project

In this unit students follow the design process to create their own project, or modify an existing design, to meet a particular need. Using a project timeline, students learn to manage the entire construction of a project, from conception to delivery. They consider the choice of appropriate materials, finishes and techniques, in accordance with the project requirements, proactively managing risks associated with constructing the product in the workshop. They learn communication skills such as maintaining an ongoing record of evaluation of production processes and techniques.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Suggested Tasks include:

- test
- folio
- assignment
- research project
- cooperative task
- planning tasks
- risk assessments
- presentations
- drawings
- demonstration
- individual project/activity
- group project
- continuous observation
- workplace simulation
- real-life project implementation
- reflection and evaluation report
- validation task

No task should be greater than 60% for a 1.0 or 0.5 unit

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each assessment item must enable students to demonstrate higher order thinking.
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: assessment design, student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Industry and Services Year 12 A

	A	B	C	D	E
Knowledge and Understanding	• analyse relevant practices and procedures to make plausible conclusions • analyse a range theories and concepts to draw own conclusion • analyse a range of relevant technical information and specifications for a variety of equipment and resources • analyse a range of materials or resources to enhance a product or service • analyse plans and results using the principles of sustainability or ethics to make plausible conclusions	• explain practices and procedures with examples required to complete the task • explain theories and concepts relevant to an industry and services context • explain a range of relevant technical information and specifications for equipment and resources • explain a range of materials or resources for a product or service • explain how their plans and results are sustainable or ethical using research	• describe practices and procedures required to complete the task • describe theories and concepts relevant to an industry and services context • describe a range of technical information and specifications for required equipment and resources • describe a range of materials or resources used in a product or service • describe sustainable or ethical plans and results	• describe some practices and procedures within a task • identify theories and concepts relevant to an industry and services context • describe some technical information and equipment specifications • identify relevant materials or resources used in a product or service • identify sustainable or ethical plans and results	• describe some practices and procedures with limited accuracy • identify some theories and concepts relevant to an industry and services context • describe some technical information and equipment specifications with limited accuracy • identify some materials or resources used in a product or service • identify sustainable or ethical plans or results with limited accuracy
Skills	• create products or services to an industry standard for familiar and unfamiliar contexts • synthesise knowledge understanding and practical skills to solve non-routine problems efficiently • apply project management skills for planning and undertaking tasks efficiently to completion • apply relevant terminology and communication skills to clearly justify ideas and proposals • apply transferable work skills to work effectively in familiar and unfamiliar contexts • apply Work Health and Safety principles to self and others using best practice in familiar and unfamiliar contexts • reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements	• create products or services to an industry standard with some success for familiar and unfamiliar contexts • apply knowledge understanding and practical skills to solve non-routine problems • apply project management skills to planning and undertaking tasks to completion • apply relevant terminology and communication skills to justify ideas and proposals • apply transferable work skills in a range of familiar and unfamiliar contexts • apply Work Health and Safety principles to self and others with some independence in familiar and unfamiliar contexts • reflect on learning, successes, and setbacks accurately to propose plausible improvements	• create products or services to an industry standard with direction for familiar contexts • use knowledge understanding and practical skills under direction to solve routine problems • uses plans and keep to schedules under direction to completion • use relevant terminology and communication protocols and processes to explain ideas and proposals • use transferable work skills to work effectively under direction for familiar contexts • follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts • reflect on learning, successes, and setbacks accurately to propose improvements	• create products or services with some functionality with direction in familiar contexts • use knowledge understanding and practical skills under direction to attempt to solve routine problems • use plans and schedules under direction with limited success • use relevant terminology and communication protocols and processes to describe ideas and proposals • use transferable work skills to work effectively under direction for familiar contexts with some success • follow Work Health and Safety protocols and processes for self with direction for familiar contexts • reflect on learning, successes, and setbacks to propose improvements	• create products or services with limited functionality with direction in familiar contexts • use knowledge understanding and practical skills under direction to attempt to solve simple problems • attempts to follow plans and schedules • use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals • use a limited set of transferable work skills in familiar contexts under direction • follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts • reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services Year 11 A

	A	B	C	D	E
Knowledge and Understanding	• analyse relevant practices or procedures to make plausible conclusions • analyse theories and concepts in a response relevant to an industry and services context • analyse relevant technical information and specifications for equipment and resources • analyse materials or resources suitable for a product or service • analyse plans and results using the principles of sustainability or ethics	• explain relevant practices or procedures with examples in a response • explain theories and concepts relevant to an industry and services context • explain relevant technical information and specifications for equipment and resources • explain choices of materials or resources for a product or service • explain how their plans and results are sustainable or ethical	• describe practices or procedures required to complete the task • describe theories and concepts relevant to an industry and services context • describe technical information and specifications for equipment and resources • describe materials or resources chosen for a product or service • describe sustainable or ethical plans and results	• describe some practices or procedures required to complete the task • identify theories and concepts relevant to an industry and services context • describe some technical information and specifications for equipment and resources • identify materials or resources chosen for a product or service • identify sustainable or ethical plans and results	• describe some practices or procedures required to complete the task with limited accuracy • identify concepts relevant to an industry and services context • describe some technical information and specifications for equipment and resources with limited accuracy • identify some materials or resources chosen for a product or service • identify sustainable or ethical plans and results limited accuracy
Skills	• create products or services to an industry standard with some success for familiar and unfamiliar contexts • apply knowledge, understanding and practical skills with some independence to solve non-routine problems • apply project management skills to planning and undertaking tasks effectively • apply relevant terminology and communication skills to justify ideas and proposals • apply transferable work skills in range of professional contexts in familiar and unfamiliar contexts with some direction • apply Work Health and Safety principles to self and others in familiar and unfamiliar contexts • reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements	• create products or services to an industry standard with direction for familiar contexts • use knowledge, understanding and practical skills under direction to solve routine problems • uses plans and keep to schedules under limited direction with success • use relevant terminology and communication skills to explain ideas and proposals • use transferable work skills in range of professional contexts under direction for familiar contexts • apply Work Health and Safety principles to self with some success in familiar and unfamiliar contexts • reflect on learning, successes, and setbacks accurately to propose plausible improvements	• create products or services with some functionality with direction for familiar contexts • use knowledge, understanding and practical skills under direction to attempt to solve routine problems • use plans and schedules under direction with success • use relevant terminology and communication protocols and processes to attempt to explain ideas and proposals • use transferable work skills in professional contexts under direction with some success for familiar contexts • follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts • reflect on learning, successes, and setbacks accurately to propose improvements	• create products or services with limited functionality with direction for familiar contexts • use knowledge, understanding and practical skills under direction to attempt to solve simple problems • attempt to follow plans and schedules under direction with some success • use terminology and communication protocols and processes to describe ideas and proposals • use a limited set of transferable work skills in familiar professional contexts under direction • follow Work Health and Safety protocols and processes for self with direction for familiar contexts • reflect on learning, successes, and setbacks to propose improvements	• create components of products or services for familiar contexts • use knowledge, understanding and practical skills to attempt to solve simple problems under direction with limited success • attempts to follow plans and schedules under direction with limited success • use terminology and communication protocols and processes with assistance to identify ideas and proposals • use basic transferable work skills in familiar professional contexts under direction • follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts • reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services M

	A	B	C	D	E
Knowledge and Understanding	• describe industry practices and procedures independently • describe technical information and specifications independently • describe ethical and sustainable practices independently	• describe industry practices and procedures with some assistance • describe technical information and specifications with some assistance • describe ethical and sustainable practices with some assistance	• describe industry practices and procedures with assistance • describe technical information and specifications with assistance • recount ethical and sustainable practices with assistance	• identify industry practices and procedures with continuous guidance • identify technical information with continuous guidance • recount ethical and sustainable practices with continual guidance	• identify some industry practices, and procedures with direct instruction • identify some technical information with direct instruction • recount ethical and sustainable practices with direct instruction
Skills	• use industry practices, and procedures to deliver a service and/or create a product independently • use technical information and specifications to create products and/or services independently • demonstrate industry specific literacy and numeracy skills to a range of tasks independently • demonstrate work, health, and safety practices independently • demonstrate behaviours and attitudes that contribute positively to industry tasks independently • communicate ideas using appropriate terminology independently • reflect on learning to propose improvements independently	• use industry practices, and procedures to deliver a service and/or create a product with some assistance • use technical information and specifications to create products and/or services with some assistance • demonstrate industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrate work, health, and safety practices with some assistance • demonstrate behaviours and attitudes that contribute positively to industry tasks with some assistance • communicate ideas using appropriate terminology with some assistance • reflect on learning to propose improvements with some assistance	• use industry practices, and procedures to deliver a service and/or create a product with assistance • use technical information and specifications to create products and/or services with assistance • demonstrate industry specific literacy and numeracy skills to a range of tasks with assistance • demonstrate work, health, and safety practices with assistance • demonstrate behaviours and attitudes that contribute positively to industry tasks with assistance • communicate ideas using appropriate terminology with assistance • reflect on learning to propose improvements with assistance	• follow industry practices, and procedures to deliver a service and/or create a product with continuous guidance • use technical information and specifications to create products and/or services with continuous guidance • demonstrate industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrate work, health, and safety directions with continuous guidance • demonstrate behaviours and attitudes that contribute positively to industry tasks with continuous guidance • communicate ideas using appropriate terminology with continuous guidance • reflect on learning to propose improvements with continuous guidance	• follow industry practices and procedures to deliver a service and/or create a product with direct instruction • apply technical information and specifications to products and/or services with direct instruction • demonstrate industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrate work, health, and safety practices with direct instruction • demonstrate behaviours and attitudes that contribute positively to industry tasks with direct instruction • communicate ideas using appropriate terminology with direct instruction • reflect on learning to propose improvements with direct instruction

Creating with Timber — Value: 1.0

Creating with Timber a — **Value: 0.5**
Creating with Timber b — **Value: 0.5**

Unit Description

This unit is designed to familiarise students with the fundamentals of design and aesthetic theories in working with timber. Students learn the fundamentals of workshops practices and procedures for working safely with timber products, using selected tools and materials correctly. Students learn to use selected hand and power tools, machinery, make joints and follow a given design to create projects undertaken in this unit. They learn transferable work skills for effectively working through projects and problems and communicating with others.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse and apply workshop organisation and procedures including Workplace Health and Safety	• use basic workshop organisation and procedures including Workplace, Health and Safety
• analyse design and aesthetic theories and concepts and related to creating timber products	• describe beautiful and technically proficient examples of works in timber
• apply a range of communication skills including, design processes, drawing and sketching	• apply communication skills including basic drawing and sketching
• analyse technical information and specifications of timber, accessories and equipment	• describe technical information and specifications of timber, accessories and equipment
• apply technical skills to create timber project/s	• apply basic technical skills to create selected timber projects /simple products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse workshop standards, policies and procedures, organisational standards and processes to apply to contexts • analyse relevant design principles and technical processes, for example, the use of technical drawing conventions, proportions, utility, functionality • analyse aesthetic properties of timber and/or timber products, for example, knots and grain, proportions, timber type, furniture styles and eras	• use understanding of workplace practices, procedures and standards to seek assistance and clarification as required • use design processes, for example, sketching design ideas • describe successful timber products

A Course	M Course
• analyse plans and products using principles of ethics and sustainability, for example, honest quality assurance, fair trade principles, Responsible Wood Certification Scheme, chemical pollution, WHS	• describe sustainable and ethical practices and products
• analyse technical information and specifications about the of timber as either natural or engineered timber, for example, stresses, bearing capacity, maintenance requirements	• describe technical information and specifications for types of timber can be either engineered or natural
• analyse technical information and specifications of equipment to prepare and produce a variety of joints and components, for example, half lap, mortise and tenon, box, bridle, handles, hinges	• use equipment and resources as directed to demonstrate different jointing techniques and installation of components
• analyse the properties of a range of stains, finishing products and adhesives to enhance a product	• describe a range of stains, finishing products and adhesives, their uses and sustainability to enhance a product
Skills	
• create timber products by applying selected method/s in constructing and finishing simple timber product/s, including procedures to remove imperfections in timber	• create timber products by a selected method in constructing timber product/s
• apply WHS practices and procedures in the workshop, including the use of the hierarchy of controls and risk assessments	• use WHS practices and procedures by following the hierarchy of controls and risk assessments
• interpret Safety Data Sheets (SDS) with regard to storage and handling of hazardous substances and apply appropriate to context	• use safety procedures and/or seek appropriate assistance when handling hazardous substances
• apply literacy and numeracy skills, using correct terminology, for example, to identify and plan projects accommodating common timber sizes, lengths, widths and thicknesses; researching design ideas; understanding production and safety processes	• describe common timber sizes, lengths, widths and thicknesses
• synthesise knowledge understanding and practical skills to define problems, analyse different possible solutions and select the best option to solve problems	• solve simple problems and justify choices
• apply numerical information to justify ideas and complete projects, for example, drawing to scale, interpreting plans, measuring	• Use numeracy skills in practical activities

A Course	M Course
• apply transferable work skills required to work with others and to understand, communicate with clients and colleagues ethically, for example, self-management, ethical conduct, organisational skills, communication skills • apply project management skills to the organisation of self, materials and work to achieve quality products within deadlines, for example, Gantt Charts, quoting, cutting lists	• apply interpersonal skills in working with a range of people • Use project management skills to the organisation of self, materials and work to achieve quality products within deadlines
Reflection	
• reflect on own learning successes and setbacks to propose improvements • reflect on whether own work meets a required standard and reflect on ways of improving	• reflect on own learning and ways of improving

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of ***Timber Products*** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Visual Arts or Certificate III in Visual Arts**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Statement of Attainment: CUA20720 Certificate II in Visual Arts

The following electives **may** be delivered:

Code	Competency Title
CUAWOO201	**Develop woodworking skills**
CUADRA201	**Develop drawing skills**

Statement of Attainment: CUA31120 Certificate III in Visual Arts

The following electives **may** be delivered:

Code	Competency Title
HLTWHSS001	**Participate in workplace health and safety**

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 11-12.

Timber Manufacturing Contexts — Value: 1.0

Timber Manufacturing Contexts a — **Value: 0.5**
Timber Manufacturing Contexts b — **Value: 0.5**

Unit Description

This unit is designed to develop skills in the workshop using timber and other materials for selected manufacturing context/s. Students analyse timber products from a selected manufacturing context/s.. They learn technical information, specifications and techniques for manufacturing, including the use of jigs. Students analyse the selected context to make decisions about appropriate jointing techniques according to the chosen product. They develop transferable work skills such as reading plans and drawings, measurement and scale, as well as justifying the selection of particular materials for a given task.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse design of timber products for selected manufacturing context/s • apply knowledge of workplace health and safety and workshop procedures • create a finished timber item and justify choices • analyse relevant technical information and specifications the properties and limitations of tools, machinery and materials • analyse materials, plans, or resources to make conclusions and enhance products	• describe design of timber products for a manufacturing context • apply workplace health and safety and workshop procedures • create a product and describe choices • apply a basic understanding of the properties of tools and materials • describe products and suggest improvement

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse commercial workshop standards, policies and procedures, including organisational standards, and processes • analyse traditional and or innovative materials, tools and techniques for working with timber to draw conclusions or make proposals, laser cutting, 3D printing, traditional Japanese timber joinery, CNC manufacturing, resin • create timber products using commercial techniques, including using jigs	• use basic workshop practices and procedures • describe traditional and innovative materials, tools and techniques for working with timber • create timber products, including using commercial techniques

A Course	M Course
• analyse ethical and sustainable work practices to draw conclusions or make proposals, for example, life cycle, recycled and reclaimed timber, waste disposal, Worksafe ACT Psycho-social safety guidelines, engineered and natural materials	• describe ethical and sustainable work practices
• analyse manufacturing standards and apply in producing product/s	• produce a product to a set standard
• analyse requirements of the set task to choose appropriate joints	• produce joints to specification
• analyse the properties of a range of finishing products and adhesives including their suitability for different applications, for example, their environmental impacts, Safety Data Sheets (SDS), suitability for food products, exterior and interior	• describe a range of stains, finishing products and adhesives, their uses and environmental impacts
Skills	
• create timber products by applying selected method/s in constructing and finishing timber product using manufacturing processes, including jigs	• create timber products by a selected method in constructing timber product/s
• apply WHS practices and procedures in the workshop, including the use of the hierarchy of controls and risk assessments	• use WHS practices and procedures by following the hierarchy of controls and risk assessments
• interpret Safety Data Sheets (SDS) with regard to storage and handling of hazardous substances and apply appropriate to context	• use safety procedures and/or seek appropriate assistance when handling hazardous substances
• apply literacy and numeracy skills, using correct terminology, for example, to identify and plan the use of jigs; researching manufacturing techniques and contexts; understanding production and safety processes	• describe common timber sizes, lengths, widths and thicknesses
• synthesise knowledge understanding and practical skills to define problems, analyse different possible solutions and select the best option to solve problems	• solve simple problems and justify choices
• create timber products by applying selected method/s in constructing and finishing simple timber product/s, including procedures to remove imperfections in timber	• create timber products by a selected method in constructing simple timber product/s
• apply WHS practices and procedures in the workshop, including the use of the hierarchy of controls and risk assessments	• use WHS practices and procedures by following the hierarchy of controls and risk assessments

A Course	M Course
• apply numerical information to justify ideas and complete projects	• Use numeracy to follow plans
• apply transferable work skills required to work with others and to understand, communicate with clients and colleagues ethically, for example, self-management, ethical conduct, organisational skills, communication skills	• apply interpersonal skills in working with a range of people
• apply individual or collaborative project management skills to the organisation of self, materials and production processes to achieve quality products within deadlines	• Follow a project plan individually or collaboratively
Reflection	
• reflect on own learning processes, successes, setbacks and needs within the workplace • reflect on workshop criteria to assess whether finished work meets standards	• reflect on own learning needs for skill development

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Units of Competency

Competence must be demonstrated over time and in the full range of ***Timber Products*** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Visual Arts**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Statement of Attainment: CUA20720 Certificate II in Visual Arts

The following electives **may** be delivered:

Code	Competency Title
CUADES202	**Evaluate the nature of design in a specific industry context**
MSFGN2001	**Make measurements and calculations**

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 11-12.

Creating to a Design Process — Value: 1.0

Creating to a Design Process a — **Value: 0.5**
Creating to a Design Process b — **Value: 0.5**

Unit Description

This unit focuses on creating products using a design process. They consider sustainable and ethical workshop practices and procedures, including interpretation of plans. Students explore the nature and properties of materials to fulfil a design brief. Students learn about the selection of appropriate materials and calculate cost of production and labour within the scope of the design process. They learn communication skills such as to actively listen, and to reflect on and implement feedback from clients and co-workers.

Specific Unit Goal

This unit should enable students to:

A Course	M Course
• use a given design process to create a product • apply knowledge of workplace health and safety and workshop procedures • analyse the design process using the principles of ethics and sustainability • analyse materials and technical specifications to justify choices	• create a timber product using a design process • apply workplace health and safety and workshop procedures • describe ethical and sustainable projects • describe materials and technical specifications

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse and apply workshop standards, policies and procedures relevant to the chosen design process • create plans that reflect an understanding of the design process and relevant design theories, for example, Stanford design process, user centred design, Bahaus, minimalism • create timber products following investigation of a style/era in the design process	• demonstrate understanding of workshop, practices, standards and procedures • create a plan for a design process • create timber products

A Course	M Course
• analyse design process and planned product using principles of sustainability and ethics, for example, life cycle, recycled and reclaimed timber, waste disposal, Worksafe ACT Psycho-social safety guidelines, engineered and natural materials	• describe ethical and sustainable work practices and materials
• analyse tool requirements and specifications for chosen design/s	• identify tool requirements
• analyse the nature and properties of selected materials, for example, the identification of origins, classification, structure of timbers, engineered timber	• understand the nature and properties of materials
• analyse the suitability of a range of finishing products for the chosen design, and their environmental impacts	• apply suitable finishes, describing environmental impacts of different products
Skills	
• create timber products by applying the selected design process	• create timber products using the chosen design
• apply WHS practices and procedures in the workshop, including the use of the hierarchy of controls and risk assessments	• use WHS practices and procedures by following the hierarchy of controls and risk assessments
• interpret Safety Data Sheets (SDS) with regard to storage and handling of hazardous substances and apply appropriate to context	• use safety procedures and/or seek appropriate assistance when handling hazardous substances
• apply literacy and numeracy skills, using correct terminology, for example, to create all or parts of the design process and plans; researching techniques and contexts; understanding production and safety processes	• use numeracy in measuring and cutting
• synthesise knowledge understanding and practical skills to define problems, analyse different possible solutions and select the best option to solve problems	• solve simple problems and justify choices
• apply numerical information to justify ideas and complete projects	• use numeracy to follow plans
• apply transferable work skills required to work with others and to understand, communicate with clients and colleagues ethically, for example, self-management, ethical conduct, organisational skills, communication skills	• apply transferable work skills in working with others

A Course	M Course
• apply individual or collaborative project management skills to the organisation of self, materials and production processes to achieve quality products within deadlines	• follow a project plan individually or collaboratively
Reflection	
• reflect on the effectiveness of procedures used in the design and realisation process, including quality criteria • reflect on learning, successes and setbacks	• reflect on the effectiveness of processes used in creating a product, including quality criteria • reflect on learning, successes and setbacks

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Units of Competency

Competence must be demonstrated over time and in the full range of ***Timber Products*** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Visual Arts or Certificate III in Visual Arts**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Statement of Attainment: CUA20720 Certificate II in Visual Arts

The following electives **may** be delivered:

Code	Competency Title
CUADES201	**Follow a design process**
BSBTEC201	**Use business software applications**

Statement of Attainment: CUA31120 Certificate III in Visual Arts

The following electives **may** be delivered:

Code	Competency Title
CUAPPR311	**Produce creative work**
CUADRA311	**Produce drawings**
CUAPPR312	**Document the creative work progress**

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 11-12.

Timber Project — Value: 1.0

Timber Project a — **Value: 0.5**
Timber Project b — **Value: 0.5**

Unit Description

In this unit students follow the design process to create their own project, or modify an existing design, to meet a particular need. Using a project timeline, students learn to manage the entire construction of a project, from conception to delivery. They consider the choice of appropriate materials, finishes and techniques, in accordance with the project requirements, proactively managing risks associated with constructing the product in the workshop. They learn communication skills such as maintaining an ongoing record of evaluation of production processes and techniques.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• create timber products using a design process to industry standard	• create timber products to a set standard
• apply project management skills to see a project to completion	• follow a design process
• apply knowledge of WHS and workshop procedures	• follow WHS practices and procedures
• synthesise knowledge, understanding and practical skills to solve problems in completing the project	• apply knowledge and skills to complete the project
• apply communication skills to document the design, production and evaluation of the project	• use communication skills to document the design, production and evaluation of the project

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry practices, processes and procedures	
• analyse workshop standards, policies and procedures, including organisational standards, and processes to draw conclusions about own projects and plans	• use workplace practices and procedures in own projects and plans
• analyse product conventions to meet the requirements of the project outlined in the design process, for example, size, ergonomics, aesthetics, functionality, client need	• describe product conventions related to the project outlined in the deign process

A Course	M Course
• apply project management skills to manage the production of a project and maintain an ongoing evaluation of production processes and techniques, for example, the use of photography and notes to record progress of skills that contribute to a positive outcome, or verbal interviewing and qualitative research	Follow a project plan
• analyse plans and proposals using the principles of ethics and sustainability for example, copyright, cultural appropriation, BSSS Ethical Research Principles and Guidelines, upcycling, circularity, WHS	• describe sustainable and ethical projects
• analyse industry standards and methodologies necessary in the creation of a finished product, for example, the Stanford Design Process, Gantt Charts, market research, Specialist Disability Accommodation (SDA) Design Standard	• use a set standard appropriately to create a finished product
• analyse technical information, equipment specifications and techniques to plan a project	• demonstrate knowledge of tools and techniques to plan a project
• analyse the nature and properties of materials, adhesives and finishing products, for example, identification of natural defects in timber, the suitability of materials for the project, environmental impact	• demonstrate knowledge of materials and appropriate selection for the project
Skills	
• create timber products through a process of iteration and refinement	• create timber products using the chosen design
• conduct risk assessment for using specific tools and equipment. Interpret and apply Safety Data Sheets (SDS)	• apply all safety procedures and/or seek appropriate assistance
• apply WHS practices and procedures in the workshop, including the use of the hierarchy of controls and risk assessments	• use WHS practices and procedures by following the hierarchy of controls and risk assessments
• apply literacy and numeracy skills, using correct terminology, for example, to create all or parts of the design process and plans; researching techniques and contexts; understanding production and safety processes	• use numeracy in measuring and cutting

A Course	M Course
• synthesise knowledge understanding and practical skills to define problems, analyse different possible solutions and select the best option to solve problems	• solve simple problems and justify choices
• apply numerical information to justify ideas and complete projects	• use numeracy to follow plans
• apply transferable work skills required to work with others and to understand, communicate with clients and colleagues ethically, for example, self-management, ethical conduct, organisational skills, communication skills	• apply transferable work skills in working with others
• apply individual or collaborative project management skills to the organisation of self, materials and production processes to achieve quality products within deadlines	• follow a project plan individually or collaboratively
Reflection	
• reflect on personal learning, successes and setbacks, including project management, practical skills, capabilities, accuracy of costings and evaluation of features of the final product	• reflect on own learning and successes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Units of Competency

Competence must be demonstrated over time and in the full range of ***Timber Products*** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Visual Arts or Certificate III in Visual Arts**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Statement of Attainment: CUA20720 Certificate II in Visual Arts

The following electives **may** be delivered:

Code	Competency Title
MSMPCII296	**Make a small furniture item from timber**
BSBPEF202	**Plan and apply time management**
BSBCRT201	**Develop and apply thinking and problem-solving skill**

Statement of Attainment: CUA31120 Certificate III in Visual Arts

The following electives **may** be delivered:

Code	Competency Title
CUAPPR311	**Produce creative work**
CUADRA311	**Produce drawings**
CUAPPR312	**Document the creative work progress**

Assessment

Refer to pages 11-12.

Independent Study — Value: 1.0

Independent Study a — **Value: 0.5**
Independent Study b — **Value: 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• use tools and materials to create a finished timber product • apply advanced knowledge, skills and techniques to develop competencies and experience • create a complex product using a provided, or created design	• use tools and materials to create a finished timber product • apply specified knowledge, skills and techniques to develop competencies and experience • create a product with multiple components

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse examples of timber products through styles and eras to justify iterations • analyse and apply workshop standards, policies and procedures for a complex project, including organisational standards, and processes • analyse plans and results using the principles of sustainability or ethics to make conclusions	• describe examples of timber products through styles and eras to justify iterations • analyse and apply workshop standards, policies and procedures for the chosen project, including organisational standards, and processes • analyse plans and results using the principles of sustainability or ethics to make conclusions

A Course	M Course
• analyse plans, considering materials, resources and techniques necessary for the creation of a finished product	• describe plans, considering materials, resources and techniques necessary for the creation of a finished product
Skills	
• create complex timber product/s • conduct risk assessment for using specific tools and equipment. Interpret and apply Safety Data Sheets (SDS) • apply WHS practices and procedures in the workshop, including the use of the hierarchy of controls and risk assessments • synthesise knowledge, understanding and technical skills to solve problems in the creation of the chosen complex product • apply literacy and numeracy skills to read, correctly interpret, use and evaluate plans • apply industry processes for writing, editing and producing accurate documentation of projects • apply transferable work skills required to work independently and with initiative to complete projects	• create timber product/s • apply all safety procedures and/or seek appropriate assistance • use WHS practices and procedures by following the hierarchy of controls and risk assessments • use problem solving skills in creating the project • apply literacy and numeracy skills to read and use plans • use industry processes for writing, editing and producing accurate documentation of projects • apply transferable work skills required to work independently and with initiative to complete projects
Reflection on own learning	
• reflect on learning, successes, and setbacks to propose improvements	• reflect on learning, successes, and setbacks to propose improvements

Assessment

Refer to pages 11-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
David Moss	Lake Tuggeranong College
Mark Gannon	Radford College
Chloe McCallum	St John Paul II College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

Statement of Attainment in CUA20720 Certificate II in Visual Arts

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Statement of Attainment Certificate II in Visual Arts

Code	Competency Title	Core/Elective
Group A		
BSBCRT201	Develop and apply thinking and problem-solving skill	Elective
BSBTEC201	Use business software applications	Elective
BSBPEF202	Plan and apply time management	Elective
Group B		
CUAWOO201	Develop woodworking skills	Elective
CUADES201	Follow a design process	Elective
CUADES202	Evaluate the nature of design in a specific industry context	Elective
MSFGN2001	Make measurements and calculations	Elective
MSMPCII296	Make a small furniture item from timber	Elective
CUADRA201	Develop drawing skills	Elective

Statement of Attainment in CUA31120 Certificate III in Visual Arts

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Statement of Attainment Certificate III in Visual Arts

Code	Competency Title	Core/Elective
CUAPPR311	**Produce creative work**	**Core**
Group A		
CUADRA311	Produce drawings	Elective
CUAPPR312	Document the creative work progress	Elective
BSBPEF202	Plan and apply time management	Elective
Group B		
BSBTEC201	Use business software applications	Elective

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

VET Implementation Summary

Creating With Timber 1.0			
Code	**Competency Title**	**CUA20720 Certificate II in Visual Arts**	**CUA31120 Certificate III in Visual Arts**
CUAWOO201	Develop woodworking skills	E	
CUADRA201	Develop drawing skills	E	
CUADRA311	Produce drawings		E

C: Core E: Elective I: Imported blank: not intended for use for that certificate

Timber Manufacturing Contexts 1.0			
Code	**Competency Title**	**CUA20720 Certificate II in Visual Arts**	**CUA31120 Certificate III in Visual Arts**
CUADES202	Evaluate the nature of design in a specific industry context	E	
MSFGN2001	Make measurements and calculations	E	

C: Core E: Elective I: Imported blank: not intended for use for that certificate

Creating to a Design Process 1.0			
Code	**Competency Title**	**CUA20720 Certificate II in Visual Arts**	**CUA31120 Certificate III in Visual Arts**
CUADES201	Follow a design process	E	
BSBTEC201	Use business software applications	E	
CUAPPR311	Produce creative work		C
CUADRA311	Produce drawings		E
CUAPPR312	Document the creative work progress		E

C: Core E: Elective I: Imported blank: not intended for use for that certificate

Timber Project 1.0			
Code	**Competency Title**	**CUA20720 Certificate II in Visual Arts**	**CUA31120 Certificate III in Visual Arts**
MSMPCII296	Make a small furniture item from timber	E	
BSBPEF202	Plan and apply time management	E	
BSBCRT201	Develop and apply thinking and problem-solving skill	E	
CUAPPR311	Produce creative work		C
CUADRA311	Produce drawings		E
CUAPPR312	Document the creative work progress		E

C: Core E: Elective *I*: Imported blank: not intended for use for that certificate

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:
https://www.legislation.gov.au/Details/F2017C00663

To access The Users' Guide to the Standards, refer to:
https://www.asqa.gov.au/standards

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third-Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college, and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Timber Products
Classification/s:	A M or AV MV
Accredited from:	2025
Framework:	Industry and Services 2025