

Companion Volume Implementation Guide

MSF Furnishing
Training Package
Release 9.1

June 2026



**Skills
Insight**

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Disclaimer

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Implementation Guide modification history

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15	June 2026	9.1	Content updates to accompany release of MSF <i>Furnishing Training Package R9.1</i> Minor change to remove bullet point 'laminated glass' from the Performance Evidence of MSF GG3027 <i>Toughen glass</i>
14	March 2026	9.0	Content updates to accompany release of MSF <i>Furnishing Training Package R9.0</i> This update includes one qualification that has been revised to reflect current standards. Four new skill sets have been added to support specialised industry needs. A total of 30 units of competency were modified: six new units were developed, and 23 existing units were reviewed and updated. One of the reviewed units was split into two, which accounts for the total of 30 new and updated units. These changes ensure the training package remains current and relevant to industry requirements
13	August 2024	8.0	Content updates to accompany release of MSF <i>Furnishing Training Package R8.0</i> Correction of modification history, equivalence and mapping information of qualifications and correction of typos in two (2) units of competency
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CVIG Version Number	CVIG Release Date	MSF Release Number	Comments
8	December 2018	4.0	Content updates to accompany release of <i>MSF Furnishing Training Package R4.0</i>
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6	July 2016	3.0	Content updates to accompany release of <i>MSF Furnishing Training Package R3.0</i>
5	March 2016	2.0	Content updates to accompany release of <i>MSF Furnishing Training Package R2.0</i>
4	September 2015	1.3	Content updates to accompany release of <i>MSF Furnishing Training Package R1.3</i>
3	March 2014	1.2	Content updates to accompany release of <i>MSF Furnishing Training Package R1.2</i>
2	January 2014	1.1	Content updates to accompany release of <i>MSF Furnishing Training Package R1.1</i>
1	December 2013	1.0	Content updates to accompany release of <i>MSF Furnishing Training Package R1.0</i>

Introduction

About this Guide

This Companion Volume Implementation Guide (Implementation Guide) is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to use the Training Package.

Structure of this Guide

This Implementation Guide for the *MSF Furnishing Training Package* consists of two parts. Each part can be downloaded from VETNet at: [National Training Register – MSF Furnishing Training Package](#).

This Implementation Guide contains two sections:

1. Overview

This section includes information about:

- what training packages are, and how they are developed
- the qualifications, skill sets and units of competency (including imported and prerequisite units of competency) in the training package
- mapping between previous and current releases of the qualifications and units of competency
- key work, training and regulatory/licensing requirements in the industry.

Note: Lists of qualifications, skill sets and units of competency, together with mapping information for qualifications, skill sets and units of competency, are in the Appendices section.

2. Implementation

This section explains some of the key features of the *MSF Furnishing Training Package* and the industry that will impact on the use of the Training Package. It includes information about:

- training pathways
- occupational outcomes of qualifications
- entry requirements for qualifications
- access and equity considerations
- resources and equipment requirements
- mandatory workplace requirements.

Overview

About training packages

Training packages specify the skills and knowledge (known as competencies) that individuals need to perform effectively in workplaces. Training packages:

- reflect identified workplace outcomes
- support national (and international) portability of skills and competencies
- reflect the core, job-specific and transferable skills required for job roles
- enable the awarding of nationally recognised qualifications
- facilitate recognition of peoples' skills and knowledge, and support movement between school, VET and higher education sectors
- promote flexible modes of training to suit individual and industry requirements.

Note: To make them easy to interpret, training packages are written in simple, concise language, with delivery and assessment requirements clearly described. Training package products do not prescribe how an individual should be trained, so that users can develop training and assessment strategies to suit the needs of their learners.

Training package products

Training packages are made up of two types of components: endorsed and non-endorsed. Endorsed components include qualifications, units of competency, assessment requirements, and any credit arrangements. These components must comply with the **Standards for Training Packages 2022** and are formally approved by Skills Ministers before they are published on the National Register. Non-endorsed components, such as Companion Volumes like this Implementation Guide, provide practical advice and guidance to support the delivery and assessment of endorsed components. While they do not require ministerial endorsement, they are subject to quality assurance processes to ensure accuracy and relevance. Non-endorsed materials help trainers, assessors, and Registered Training Organisations interpret and apply the endorsed components effectively in real-world contexts.

A summary of endorsed and non-endorsed products is provided on the following page.

Endorsed products

Product	Description
Qualification	A qualification combines the skills standards (called units of competency) into meaningful groups that meet workplace roles and align to the Australian Qualifications Framework (AQF)
Unit of competency	A unit of competency describes the requirements for effective performance in a discrete area of work, work function, activity or process. They specify the standard against which training delivery and assessment of competency can take place
Assessment requirements	Assessment requirements accompany each unit of competency and include the performance evidence, knowledge evidence and conditions for assessment
Credit arrangements	Credit arrangements provide details of existing arrangements between training package qualifications and higher education qualifications in accordance with the AQF Note: There are currently no nationally applicable credit arrangements between any Skills Insight training package qualification and higher education qualification

Non-endorsed products

Product	Description
Skill set	A skill set addresses a particular industry need or a licensing or regulatory requirement. A skill set is not endorsed but includes endorsed units of competency
Companion volume	This general term refers to any quality assured product (including this Implementation Guide) which supports training and assessment

Training package development

Training packages are developed through a process of national consultation with industry. There are some key stakeholders that drive training package development.

Key stakeholder roles

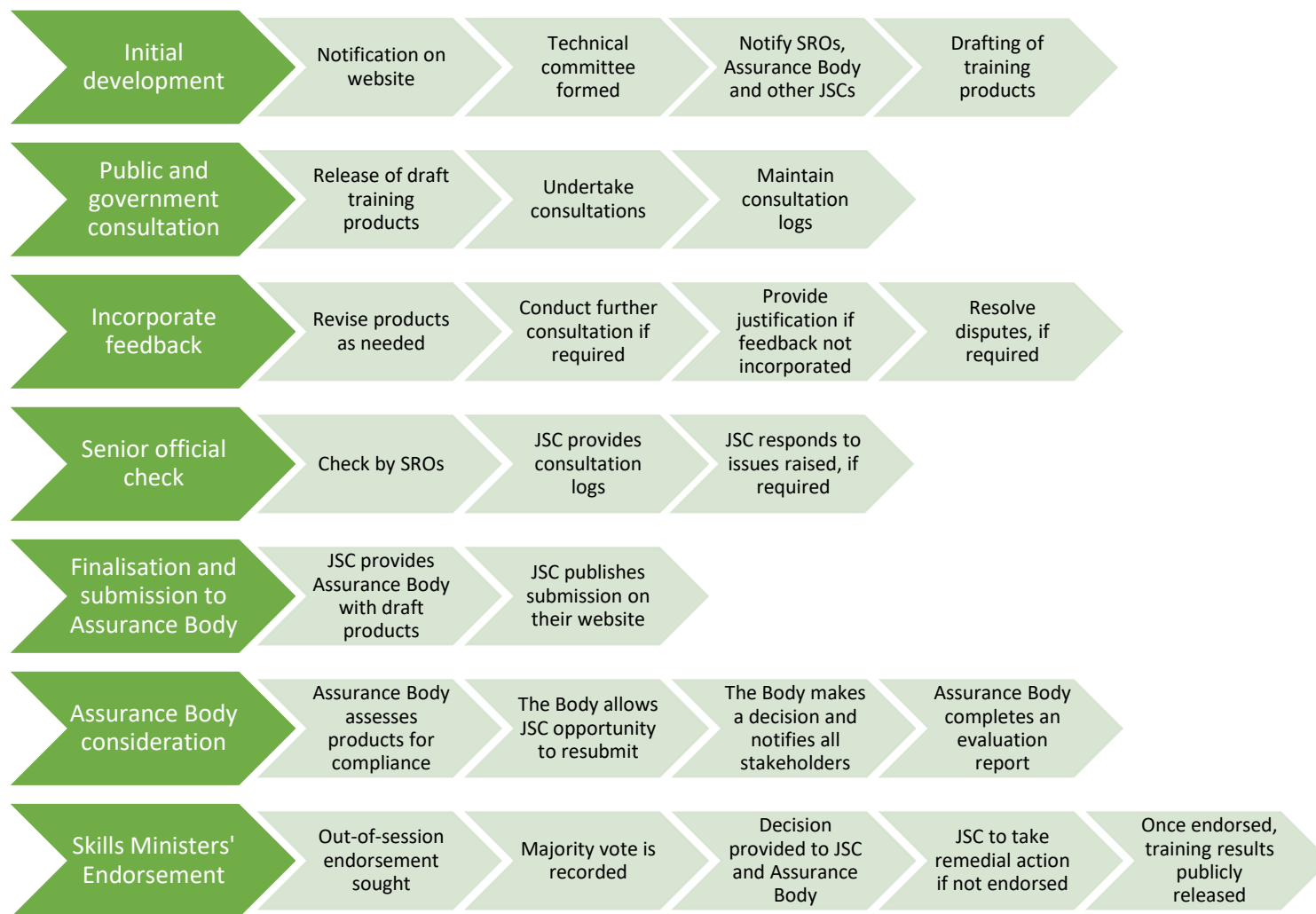
Skills Ministers	Skills Ministers work with the VET sector on reforms to improve VET quality and relevance, strengthen engagement, and deliver more meaningful evidence to inform skills policy
Jobs and Skills Council (JSC)	JSCs identify skills and workforce needs, map career pathways across education sectors, develop VET training products, support collaboration between industry and training providers to improve training and assessment practice, and act as a source of intelligence on issues affecting their industries (Australian Government, 2023)
Commonwealth and state/territory Senior Responsible Officers (SROs)	SROs are senior government official nominated by a Commonwealth, state or territory department with responsibility for skills and training policy
Assurance Body	The Assurance Body is responsible for assessing training products for compliance with the Training Package Organising Framework (TPOF), using the completed submission pack as the main source of evidence
State /Territory Training Authorities (STAs/TTAs)	STAs/TTAs canvass stakeholder views about training packages, provide implementation advice, identify issues and develop purchasing guides for training providers
Australian Skills Quality Authority (ASQA)	ASQA are responsible for regulating VET providers in all states (except providers in Victoria and Western Australia who do not offer any online courses or courses for interstate and overseas students)
Vocational education and training regulators	VET regulators are independent bodies that ensure training providers satisfy set requirements in order to operate in the Australian VET system A VET Regulator, as defined by the National Vocational Education and Training Regulator Act 2011, means: • the National VET Regulator; and • a body of a non-referring State that is responsible for the kinds of matters dealt with by this Act

The development process

The process used to develop and endorse training products is based on the following principles:

- open and inclusive industry participation in development and endorsement of training products
- strong stakeholder engagement and the opportunity for industry to drive change
- highly responsive and capable of meeting industry needs and priorities for new skills
- clear and transparent arrangements for resolving disputes
- accountability of all stakeholders for the role that they play in the process.

The following diagram summarises the process of training product development.¹



¹ The training package development and endorsement process policy can be downloaded from the Department of Employment and Workplace Relations website <<https://www.dewr.gov.au/skills-support-individuals/resources/training-package-products-development-and-endorsement-process-policy>>

Contents of this training package

The *MSF Furnishing Training Package* contains AQF aligned qualifications, skill sets and units of competency.

Prerequisite requirements

Some units of competency have prerequisite requirements. This means that an individual must be competent in the prerequisite unit(s) of competency before undertaking any assessment in the unit containing the prerequisite(s).

Imported units

Qualifications include units of competency from different training packages, including:

- AHC Agriculture, Horticulture and Conservation and Land Management
- AUR Automotive Retail, Service and Repair
- BSB Business Services
- CPC Construction, Plumbing and Services
- CPP Property Services
- CUA Creative Arts and Culture
- HLT Health
- ICP Printing and Graphic Arts
- MEM Manufacturing and Engineering
- MSA07 Manufacturing
- MSM Manufacturing
- MSS Sustainability
- MST Textiles, Clothing and Footwear
- SIR Retail Services
- SIT Tourism, Travel and Hospitality
- TAE Training and Education
- TLI Transport and Logistics.

Please refer to Appendix 1 for details of products in the *MSF Furnishing Training Package*, including lists of:

- qualifications, skills sets and units of competency
- units of competency with prerequisite requirements
- imported units of competency.

This file can be downloaded from VETNet at: [National Training Register – MSF Furnishing Training Package](#)

Mapping information

Mapping to previous releases of a training package is useful for delivery and assessment because it:

- outlines the changes between current and previous releases of qualifications, skill sets and units of competency
- states whether the vocational outcomes of the current and previous releases of units of competency and qualifications are equivalent
- shows any products that have been added to, or removed from, the training package.

Note: The mapping tables are summary documents only and cannot be used alone to determine an individual's competence.

Please refer to the MSF Furnishing Training Package Implementation Guide Version 1.4 Part 2: Component Details file for details of mapping between previous and current qualifications, skill sets and units of competency.

This file can be downloaded from VETNet at: [National Training Register – MSF Furnishing Training Package](#)

Registered Training Organisation (RTO) use

An RTO may use the mapping information to help design training and assessment strategies, including recognition of prior learning (RPL) systems. In addition to the mapping information, RPL processes must consider other evidence of current competency; for example, how long ago an individual was awarded a superseded unit of competency, and current work experience.

Employer use

An employer might use the mapping information to determine whether there are gaps between a qualification held by workers and the current expectations of a job role. Once gaps are identified, this could assist in planning professional development activities.

Credit arrangements

There are no credit arrangements in the MSF training package at the time of publication.

How equivalence is determined

Units of Competency

The training package developer determines equivalence based on the definition provided in the *Training Package Products Policy*², which states that:

- 'Training package developers are responsible for mapping units and determining their equivalent or not equivalent status.
- Where a unit of competency is superseded and the workplace outcome of the unit has changed, the superseding unit must be deemed 'Not Equivalent'
- The workplace outcome can be determined to have changed when the skills and knowledge (reflected through the elements, performance criteria and assessment requirements) required to achieve the workplace outcome of the superseded and superseding units cannot be mapped to each other
- Determinations of 'Not Equivalent' may also be used to support licensing, regulatory, legislative or certification requirements. The equivalence table must list the units of competency and clearly identify the status of each unit according to the following categories:
 - **Equivalent** – the workplace outcomes of the superseded and superseding units are equivalent
 - **Not Equivalent** – the workplace outcomes of the superseded and superseding units are not equivalent (refer Section 2.5)
 - **Newly created** – the unit has been created to address an emerging skill or task required by industry
 - **Deleted** – the unit is deleted as the skill or task is no longer required by industry.'

If two units are determined to be equivalent, an RTO can recognise an 'old' unit as satisfying the outcomes of a new unit (including RPL). However, an RTO cannot assume that no changes are needed for the training and assessment of the new unit.

If a unit of competency is not equivalent to its predecessor, this means that there are significant changes in the new unit. These changes would need to be addressed; for example, through training or providing additional RPL evidence.

² The policy is available from the Department of Employment and Workplace Relations website at <https://www.dewr.gov.au/skills-support-individuals/resources/training-package-products-policy-0>

Qualifications

‘Training package developers are responsible for mapping qualifications and determining their equivalent or not equivalent status.

- Where a qualification is superseded and the occupational outcome and/or the AQF level of the qualification has changed, the superseding qualification must be deemed ‘Not Equivalent’
- The occupational outcome can be determined to have changed when the skills and knowledge required to achieve the occupational outcome of the superseded and superseding qualifications cannot be mapped to each other
- Determinations of ‘Not Equivalent’ may also be used to support licensing, regulatory, legislative or certification requirements
- The equivalence table must list the qualifications and clearly identify the equivalence status of each qualification according to the following categories:
 - Equivalent – the occupational outcomes of the superseded and superseding qualifications are equivalent
 - Not Equivalent – the occupational outcomes of the superseded and superseding qualifications are not equivalent
 - Newly Created – the qualification has been created to address an original skill or occupational outcome required by industry
 - Deleted – the qualification is deleted as the skill or occupational outcome is no longer required by industry.’

Superseded and deleted training package products

A product is **superseded** when another training product replaces it. This happens if the skill needs of industry change so training package developers need to alter a qualification, unit of competency or skill set.

A product is **deleted** when another training product does not replace it. This happens if industry determines that there is no longer sufficient demand for a qualification, unit of competency or skill set.

Under the 2025 Outcome Standards for NVR Registered Training Organisations, RTOs must ensure training and assessment align with principles of quality and currency. Training must meet the requirements of the current training product (Standard 1.1), and assessment systems must be fit-for-purpose and regularly validated (Standards 1.3 and 1.5). Transitional arrangements may apply when training products are endorsed or removed, but students must not be disadvantaged, and issued qualifications must reflect current industry standards. These requirements are detailed in the [National Vocational Education and Training Regulator \(Outcome Standards for NVR Registered Training Organisations\) Instrument 2025](#).

Coding conventions

There are agreed conventions for the national codes used for training packages and their products.

Training package codes

Each training package has a unique three-letter national code assigned when the Training Package is endorsed; for example, **MSF** is the code used for the *Furnishing Training Package*.

The practice of assigning two numbers to identify the year of endorsement is no longer used as it is not consistent with national policy.

Qualification codes

Within the training package, each qualification has a unique eight-character code that is used to identify the qualification, along with its title. The table explains the format of a qualification code for the *Furnishing Training Package*.

Identifiers	Description	Example for MSF50322
Training package identifier	Three letters	= MSF
AQF level identifier	One number identifying the Australian Qualifications Framework level	= 5
Sequence identifier	Two numbers identifying the sequence of the qualification at that level in the Training Package	= 03
Release identifier	Two numbers identifying the year in which the qualification was endorsed	= 22

Unit of competency codes

Within the training package, each unit of competency has a unique code (up to 12 characters). The code, as well as the title, is used to identify the unit of competency. The table explains the format of a unit of competency code for the *Furnishing Training Package*.

Identifiers	Description	Example for MSFFDT301X
Training package identifier	Three letters	= MSF
Sector identifier	Two to four letters	= FDT (Furniture Design and Technology)
AQF level indicator	One number that is a guide as to the type and depth of skills and knowledge described in the unit. This identifier is loosely tied to the Australian Qualifications Framework and can range from 1 (indicates Certificate 1) to 8 (indicates Graduate Certificate/Graduate Diploma)	= 3
Sequence identifier	The final numbers identify the sequence of the unit in the particular unit sector and AQF level, and allow each unit to have a unique code	= 01
Cross sector unit	Cross-sector units must have 'X' as the final character	= X

In Training.gov.au, the release history of each unit is shown in both the web view of the unit and in the unit modification history and mapping tables.

Key work and training requirements in the industry

The furnishing and other manufacturing industry covers a broad range of sectors relating to furniture and fittings for residential and commercial buildings. This includes furniture manufacturing and finishing; interior design and decorating; design, flooring, manufacturing and installation of cabinets, fittings and décor; glass and window manufacturing; upholstery, security screens, grilles, awnings and blinds. It also includes niche sectors, such as coopering, mattress manufacturing and piano tuning.

Of the 13 industry groups covered by Skills Insight, furnishing and other manufacturing has the lowest proportion of workers living in regional, rural and remote areas: 85% of the workforce live in a major city (ABS, 2021). The furnishing and other manufacturing industry is concentrated in Victoria, followed by Queensland and New South Wales.

This industry supports the design, production, installation and restoration of furniture and furnishings for residential and commercial markets, contributing significantly to national employment and economic growth.

The *MSF Furnishing Training Package* underpins workforce development, ensuring skills remain relevant to industry needs and technological advancements.

Sector overview

The furnishing industry encompasses a diverse range of sectors, each requiring specialised skills and knowledge:

- **Cabinet Making** – Crafting and installing cabinetry for kitchens, bathrooms and storage solutions.
- **Furniture Making and Finishing** – Designing, producing and finishing furniture pieces for homes and businesses.
- **Upholstery** – Creating and restoring upholstered furniture using fabrics, foams and frames.
- **Flooring Technology** – Installing and maintaining timber, laminate and other flooring systems.
- **Glass and Glazing** – Cutting, shaping and installing glass for furniture and architectural applications.
- **Picture Framing** – Producing frames for artworks and photographs with precision and design flair.
- **Blinds, Awnings, Security Screens and Grilles** – Manufacturing and installing shading and security solutions for interior and exterior spaces.
- **Soft Furnishings and Interior Decoration** – Designing and producing curtains, cushions, and decorative textiles, and providing styling services.
- **Timber and Composite Machining** – Operating machinery to shape and finish timber and composite components.

- **Furniture Design and Manufacturing** – Combining creative design with technical production for bespoke and commercial furniture.
- **Kitchen and Bathroom Design** – Planning and designing functional and aesthetic spaces.
- **Piano Technology** – Specialised skills in tuning and repairing pianos.

These sectors combine traditional craftsmanship with modern technologies, supporting innovation and sustainability across the industry.

Security Screens

Duties in the security screen industry encompass manufacturing (such as precision cutting, frame assembly, mesh fixing, finishing and compliance testing) and installation (involving site measurement, screen fitting, lock installation, and ensuring optimal functionality of safety and security products).

Professionals in the security screen sector operate as skilled tradespeople. Regardless of their specific role, they are required to be meticulous and detail-oriented, work efficiently and consistently with their hands and tools, confidently manage various building materials and structures, and often work as part of a team or independently on-site.

Manufacturers typically work in a workshop environment as part of a team, ensuring screens are built to precise specifications and quality standards. Installers usually work on-site at residential or commercial properties, interacting with clients to understand their needs, taking accurate measurements, and expertly fitting the security screens. Some professionals may also be involved in sales, quoting or providing post-installation service and advice.

Shading (Blinds and Awnings)

Duties in the shading industry encompass the creation and fitting of various window treatments designed for light control, privacy and aesthetic appeal. This includes manufacturing (such as fabric cutting and sewing for curtains and soft blinds, component assembly for blinds and shutters, and frame construction for awnings) and installation (involving precise site measurement, fitting of tracks, brackets, and the shading products themselves, and ensuring smooth operation).

Professionals in the shading sector operate as skilled tradespeople. Regardless of their specific role, they are required to possess a keen eye for detail, work accurately and efficiently with their hands and specialised tools, confidently handle a variety of materials (fabrics, metals, plastics, timber), and effectively communicate with clients, often working independently or as part of a small team.

Manufacturers typically work in a workshop or factory setting, producing made-to-measure or standardised window coverings, ensuring quality construction and adherence to design specifications. Installers (sometimes referred to as Fitters) work on-site at residential or commercial properties. They are responsible for interpreting plans or client requirements, taking precise measurements, installing the chosen window shadings, and demonstrating their use to the customer.

Implementation information

Industry sectors

The *MSF Furnishing Training Package* includes the following industry sectors:

Code	Unit Sector
AH	Architectural Hardware
BA	Blinds and Awnings
CP	Coopering
DG	Designed Glazing
FL	Flooring
DN	Furnishing Design
GN	Furnishing Generic
FT	Furnishing Technology
FDM/FDT	Furniture Design and Manufacturing
FF	Furniture Finishing
FM	Furniture Making
GG	Glass and Glazing
ID	Interior Decoration
KB	Kitchen and Bathroom

Code	Unit Sector
MB	Mattress and Base Making
PT	Piano Technology
FP	Picture Framing
SS	Security Screens and Grilles
SF	Soft Furnishing
UP	Upholstery

Occupational outcomes of qualifications

The units of competency, skill sets and qualifications in the *MSF Furnishing Training Package* cover a diverse range of work activities within the industry.

The following table lists the qualifications and provides an overview of occupational outcomes for each qualification.

Qualification	Overview of occupational outcomes
Advanced Diploma (level 6) MSF60122 Advanced Diploma of Interior Design	The Advanced Diploma reflects the role of managers and leaders who are required to apply specialised knowledge in a range of contexts and undertake advanced skilled or paraprofessional work. The Advanced Diploma serves also as a pathway for further learning
Diploma (level 5) MSF50222 Diploma of Interior Design MSF50322 Diploma of Furniture Design and Manufacturing	The Diploma qualification reflects the role of individuals who apply integrated technical and theoretical concepts in a broad range of contexts and undertake skilled or paraprofessional work. The Diploma is suitable for supervisors, managers and specialist job roles. The Diploma serves also as a pathway for further learning
Certificate IV MSF40122 Certificate IV in Interior Decoration MSF40222 Certificate IV in Furniture Design and Manufacturing	The Certificate IV qualification reflects the role of individuals to undertake work in varied contexts using a broad range of specialised knowledge and skills. Certificate IV is suitable for senior workers and technicians who supervise or lead teams.

Qualification	Overview of occupational outcomes
MSF40318 Certificate IV in Kitchen and Bathroom Design MSF40422 Certificate IV in Glass and Glazing MSF40522 Certificate IV in Piano Technology	Certificate IV also serves as a pathway for further learning
Certificate III MSF30122 Certificate III in Furniture Finishing MSF30322 Certificate III in Cabinet Making and Timber Technology MSF30422 Certificate III in Glass and Glazing MSF30518 Certificate III in Picture Framing MSF30722 Certificate III in Upholstery MSF30822 Certificate III in Flooring Technology MSF30926 Certificate III in Shading and Security Screens MSF31018 Certificate III in Interior Decoration Retail Services	The Certificate III qualification reflects the role of individuals required to apply a broad range of knowledge and skills in varied contexts and undertake skilled work. Certificate III is suitable for experienced operators, technicians and trades workers. Certificate III serves also as a pathway for further learning
Certificate II MSF20122 Certificate II in Furnishing MSF20322 Certificate II in Cabinet Making and Timber Technology MSF20413 Certificate II in Glass and Glazing MSF20522 Certificate II in Furniture Making Pathways	The Certificate II qualification reflects the role of individuals who undertake mainly routine work. Generally, Certificate II is used as an induction into the industry and is aligned to operator, production and assistant roles. Certificate II serves also to offer a pathway for further learning
Certificate I MSF10122 Certificate I in Furnishing	The purpose of Certificate I qualifications is to provide individuals with basic functional knowledge and skills to undertake work, further learning, and community involvement in the industry. Certificate I may be used as an induction into to the industry

Occupational outcomes for industry sectors

The following tables provide a summary of typical occupational outcomes for each AQF qualification in each industry sector.

Architectural Hardware

Qualification	Typical occupational outcomes
MSF30322 Certificate II in Cabinet Making and Timber Technology	- Assistant cabinet maker - Hardware fitter

MSF20322 Certificate III in Cabinet Making and Timber Technology	• Cabinet maker • Architectural hardware installer
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Blinds and Awnings

Qualification	Typical occupational outcomes
MSF30926 Certificate III in Shading and Security Screens	• Installer – shading screens • Installer – security screens • Manufacturer – security screens • Manufacturer – shading screens

Coopering

Qualification	Typical occupational outcomes
MSF30322 Certificate III in Cabinet Making and Timber Technology	• Cooper (barrel maker) • Timber cask repairer

Designed Glazing

Qualification	Typical occupational outcomes
MSF40422 Certificate IV in Glass and Glazing	• Specialist glazier • Designed glazing installer

Flooring

Qualification	Typical occupational outcomes
MSF30822 Certificate III in Flooring Technology	• Flooring installer (carpet, vinyl, timber) • Flooring technician

Furnishing Design

Qualification	Typical occupational outcomes
MSF40222 Certificate IV in Furniture Design and Manufacturing	• Furniture designer • Production supervisor
MSF50322 Diploma of Furniture Design and Manufacturing	• Senior furniture designer • Product developer

Furnishing Generic

Qualification	Typical occupational outcomes
MSF10122 Certificate I in Furnishing	- Furnishing assistant - General hand in furniture or cabinet making workshops
MSF20122 Certificate II in Furnishing	- Furniture assembler - Furnishing production assistant

Furnishing Technology

Qualification	Typical occupational outcomes
MSF30322 Certificate III in Cabinet Making and Timber Technology	- Cabinet maker - Furniture maker

Furniture Design and Manufacturing

Qualification	Typical occupational outcomes
MSF40222 Certificate IV in Furniture Design and Manufacturing	Furniture designer
MSF50322 Diploma of Furniture Design and Manufacturing	Senior furniture designer

Furniture Finishing

Qualification	Typical occupational outcomes
MSF30122 Certificate III in Furniture Finishing	- Furniture finisher - Polisher - Spray painter

Furniture Making

Qualification	Typical occupational outcomes
MSF30322 Certificate III in Cabinet Making and Timber Technology	- Cabinet maker - Furniture maker

Glass and Glazing

Qualification	Typical occupational outcomes
MSF30422 Certificate III in Glass and Glazing	• Glazier • Glass installer
MSF40422 Certificate IV in Glass and Glazing	• Senior glazier

Interior Decoration

Qualification	Typical occupational outcomes
MSF31018 Certificate III in Interior Decoration Retail Services	• Interior decoration consultant
MSF40122 Certificate IV in Interior Decoration	• Interior decorator
MSF50222 Diploma of Interior Design	• Interior designer

Kitchen and Bathroom

Qualification	Typical occupational outcomes
MSF40322 Certificate IV in Kitchen and Bathroom Design	• Kitchen designer • Bathroom designer

Mattress and Base Making

Qualification	Typical occupational outcomes
MSF20122 Certificate II in Furnishing	• Mattress maker • Bed base assembler

Piano Technology

Qualification	Typical occupational outcomes
MSF31222 Certificate III in Piano Technology	• Piano technician • Tuner

Picture Framing

Qualification	Typical occupational outcomes
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MSF30522 Certificate III in Picture Framing

- Picture framer

Security Screens and Grills

Qualification

Typical occupational outcomes

MSF30926 Certificate III in Shading and Security Screens

- Installer – shading screens
 - Installer – security screens
 - Manufacturer – security screens
 - Manufacturer – shading screens
-

Upholstery

Qualification

Typical occupational outcomes

MSF30722 Certificate III in Upholstery

- Upholsterer
 - Furniture restorer
 - Automotive or marine upholsterer
 - Soft furnishings maker
-

Key features of the training package and the industry that will impact on the selection of training pathways

A pathway is the route or course of action taken to get to a destination. A training pathway describes learning activities or experiences used to attain the competencies needed to achieve career goals.

AQF Qualifications Pathways Policy requirements

The AQF Qualifications Pathways Policy, as part of the Australian Qualifications Framework, supports students' lifelong learning by aiming to:

- recognise the multiple pathways that students take to gain AQF qualifications and that learning can be formal and informal
- enhance student progression into and between AQF qualifications, both horizontally (across AQF qualifications at the same level) and vertically (between qualifications at different levels)
- support the development of clear pathways in the design of qualifications.

Multiple pathways to gain qualifications

In line with requirements of the AQF Pathways Policy, the *MSF Furnishing Training Package* allows for individuals to follow a training and assessment pathway, or recognition of prior learning (RPL) pathway (or combinations of each pathway) to complete the units of competency needed to be awarded a qualification.

These pathways are shown in the following diagram.



Training and assessment pathway

Training and assessment pathways usually incorporate a mix of formal, structured training and workplace experience to build skills and knowledge together with formative and summative assessment activities through which individuals can demonstrate their skills and knowledge. Structured training and assessment courses may be conducted:

- face-to-face
- by distance or e-learning
- in the workplace
- by combining face-to-face, distance, e-learning and/or workplace delivery.

The AQF Qualifications Pathways Policy is available to download from the [Australian Qualifications Framework website](#): < [aqf-2nd-edition-january-2013.pdf](#) >

RPL pathway

RPL acknowledges that individuals may already have the skills and knowledge required for all or part of a qualification. Individuals can gain credit towards a qualification by providing evidence of their current competency, which may have been gained through formal or informal learning, work experience or general life experience.

Australian apprenticeships/traineeships

Apprenticeships and traineeships are legally binding training arrangements, between an employer and employee, which combine training with paid employment. Australian Apprenticeships are delivered through a cooperative arrangement between the Australian Government, state and territory governments, industry employers and RTOs. Each State or Territory Training Authority (STA/TTA) is responsible for apprenticeships and traineeships in its jurisdiction.

Industry stakeholders consider that the qualifications listed below may be suitable for delivery as apprenticeships/traineeships. Training package users are advised to contact the relevant STA/TTA for further advice.

Qualification	Apprenticeship/Traineeship Pathway	Notes
MSF10122 Certificate I in Furnishing	No	Introductory qualification; pre-vocational only
MSF20122 Certificate II in Furnishing	Traineeship	Entry-level skills; suitable for traineeships in furnishing sectors
MSF20322 Certificate II in Cabinet Making and Timber Technology	Traineeship	Designed for traineeship; not suitable for school-based delivery
MSF20413 Certificate II in Glass and Glazing	Traineeship	Pre-vocational or traineeship pathway to Certificate III
MSF20522 Certificate II in Furniture Making Pathways	Pre-apprenticeship	School-based/pre-employment program; supports entry into apprenticeships
MSF30122 Certificate III in Furniture Finishing	Apprenticeship	Trade-level qualification
MSF30322 Certificate III in Cabinet Making and Timber Technology	Apprenticeship	Trade-level; mandatory CPCCWHS1001 for construction site work
MSF30422 Certificate III in Glass and Glazing	Apprenticeship	Trade-level; three streams (processing, glazing, designed glazing)
MSF30518 Certificate III in Picture Framing	Apprenticeship	Trade-level; suited to Australian Apprenticeship pathway
MSF30722 Certificate III in Upholstery	Apprenticeship	Trade-level; includes marine and automotive upholstery electives
MSF30822 Certificate III in Flooring Technology	Apprenticeship	Trade-level; covers carpet, timber, resilient, resin flooring
MSF30926 Certificate III in Shading and Security Screens	Apprenticeship	Trade-level; manufacture and installation focus

MSF31018 Certificate III in Interior Decoration Retail Services	Apprenticeship (optional)	Can be undertaken as an apprenticeship; retail/service focus
MSF40122 Certificate IV in Interior Decoration	Apprenticeship (optional)	Entry-level design; can be delivered as an apprenticeship
MSF40222 Certificate IV in Furniture Design and Manufacturing	Apprenticeship (optional)	Post-trade pathway; design and manufacturing focus
MSF40318 Certificate IV in Kitchen and Bathroom Design	Apprenticeship (optional)	Specialist design qualification; can be undertaken as apprenticeship
MSF40422 Certificate IV in Glass and Glazing	Apprenticeship (optional)	Typically post-trade; advanced glazing skills
MSF40522 Certificate IV in Piano Technology	No	Specialist qualification; not linked to apprenticeship
MSF50222 Diploma of Interior Design	No	Higher-level qualification; not apprenticeship-based
MSF50322 Diploma of Furniture Design and Manufacturing	No	Higher-level qualification; design/manufacturing focus
MSF60122 Advanced Diploma of Interior Design	No	Advanced qualification; not apprenticeship-based

The Australian Apprenticeships website has information about traineeships and apprenticeships. Visit <<https://www.apprenticeships.gov.au/>> to access. STA contact details are provided in the Links section of this Implementation Guide.

VET for secondary students

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school. Successful completion of a VET program provides a student with a nationally recognised AQF qualification (or units of competency), usually as part of a senior secondary certificate. VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status

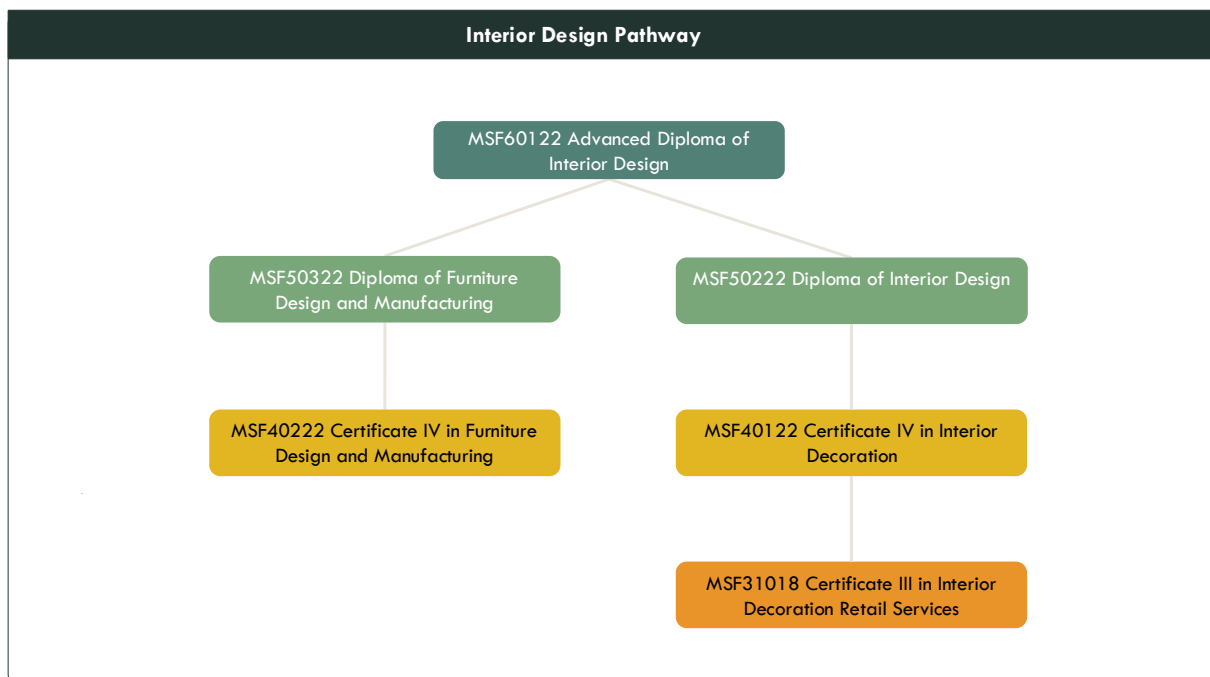
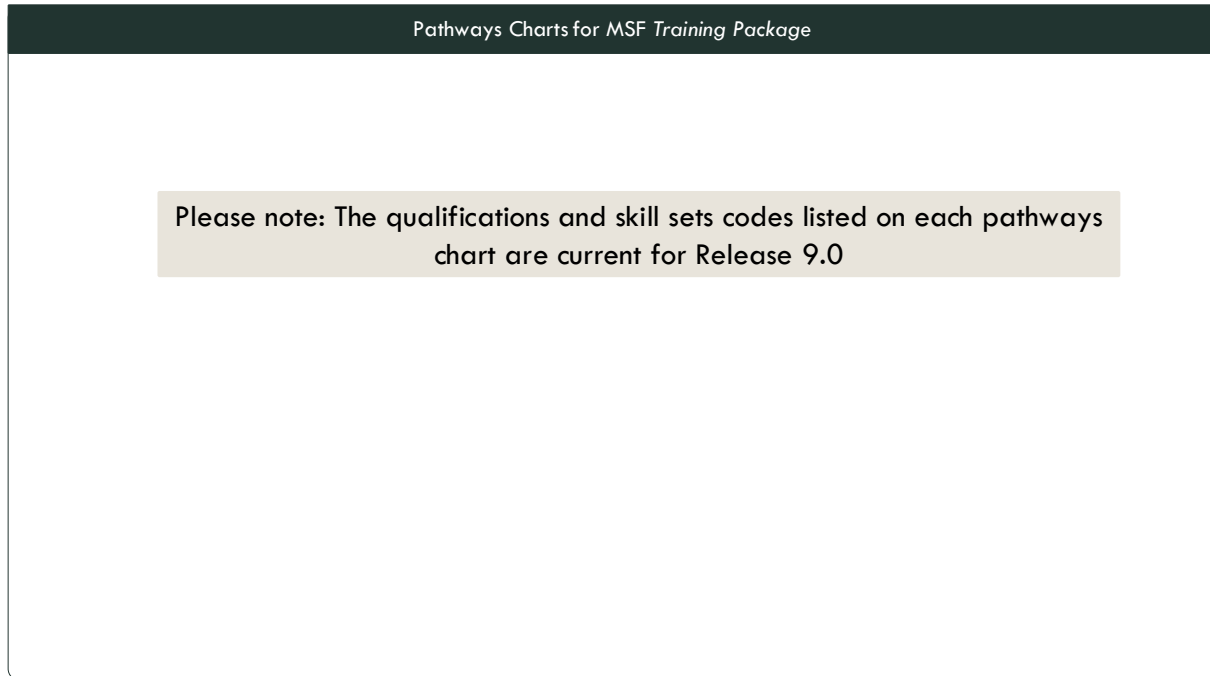
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work in partnership with RTOs.

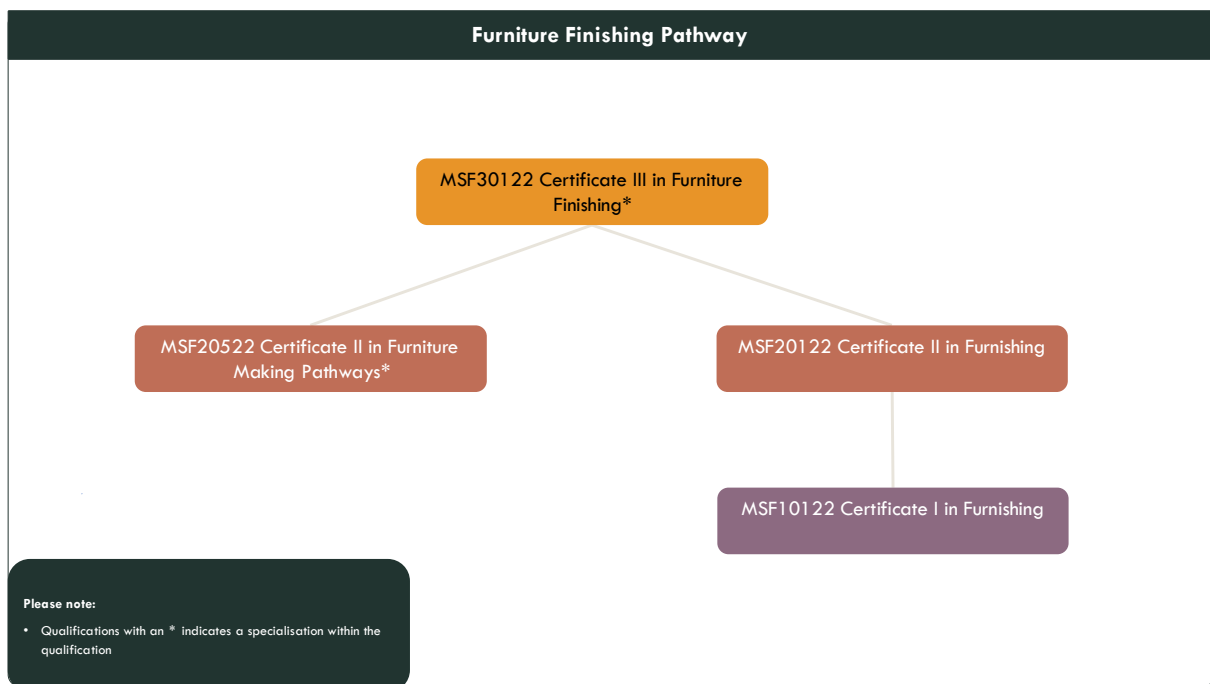
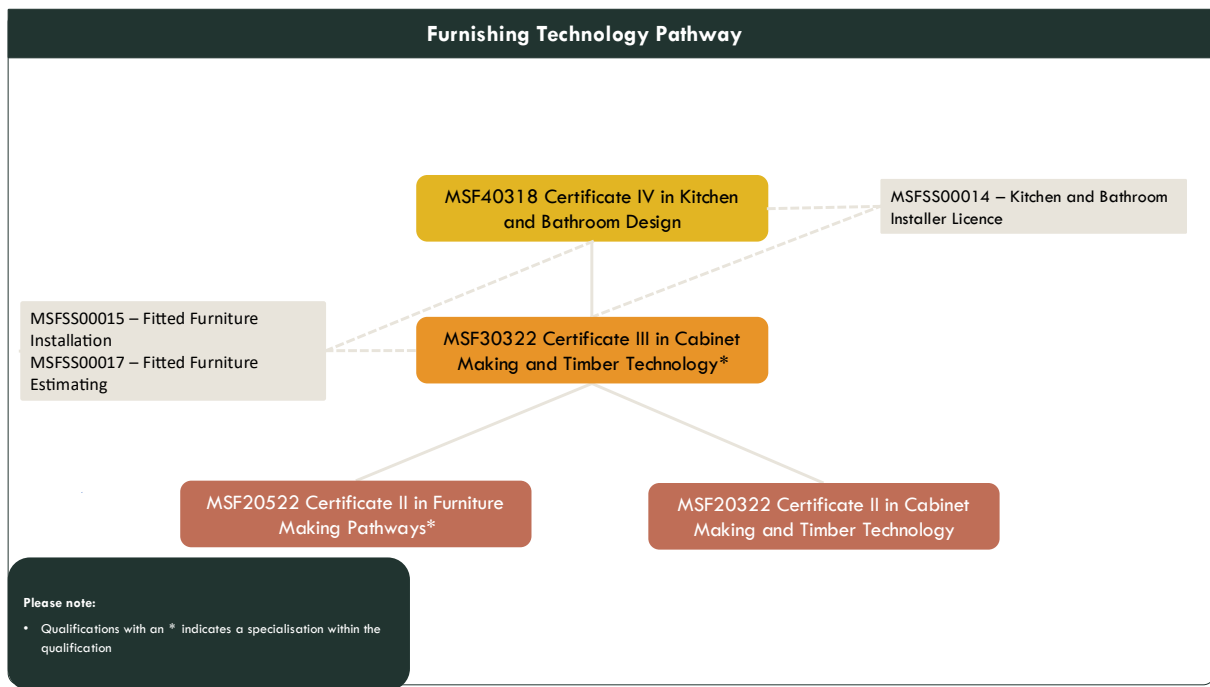
The qualifications listed are NOT suitable for delivery to secondary students, traineeships or apprenticeships.

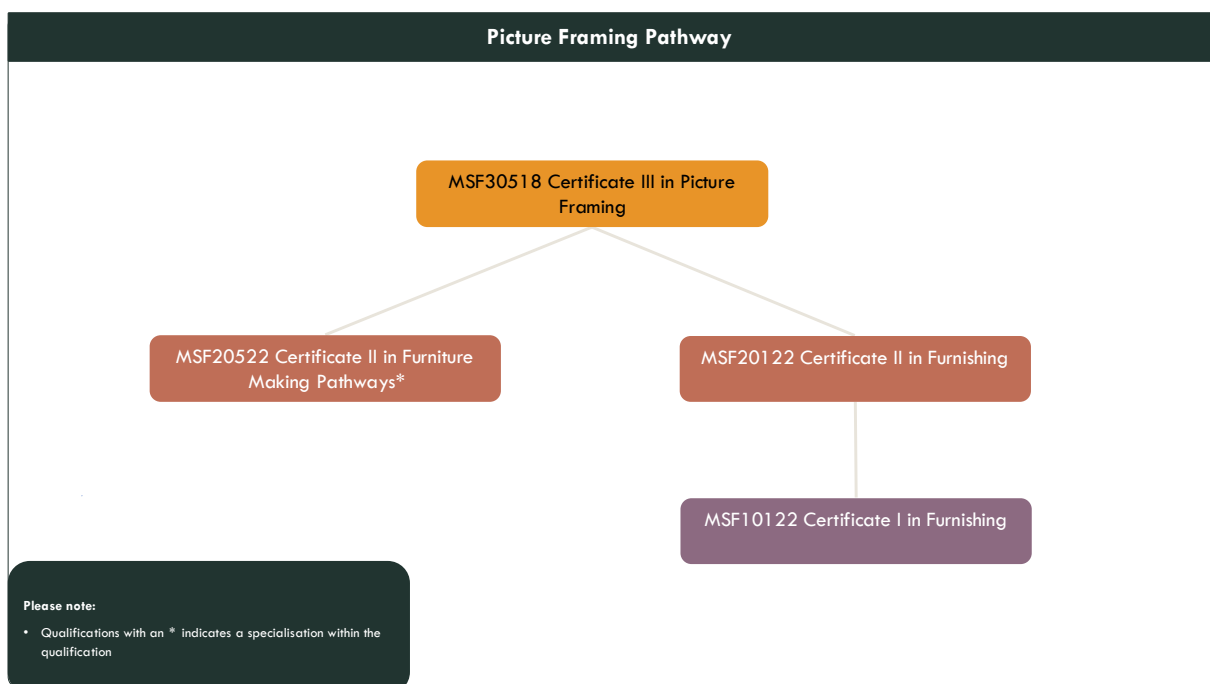
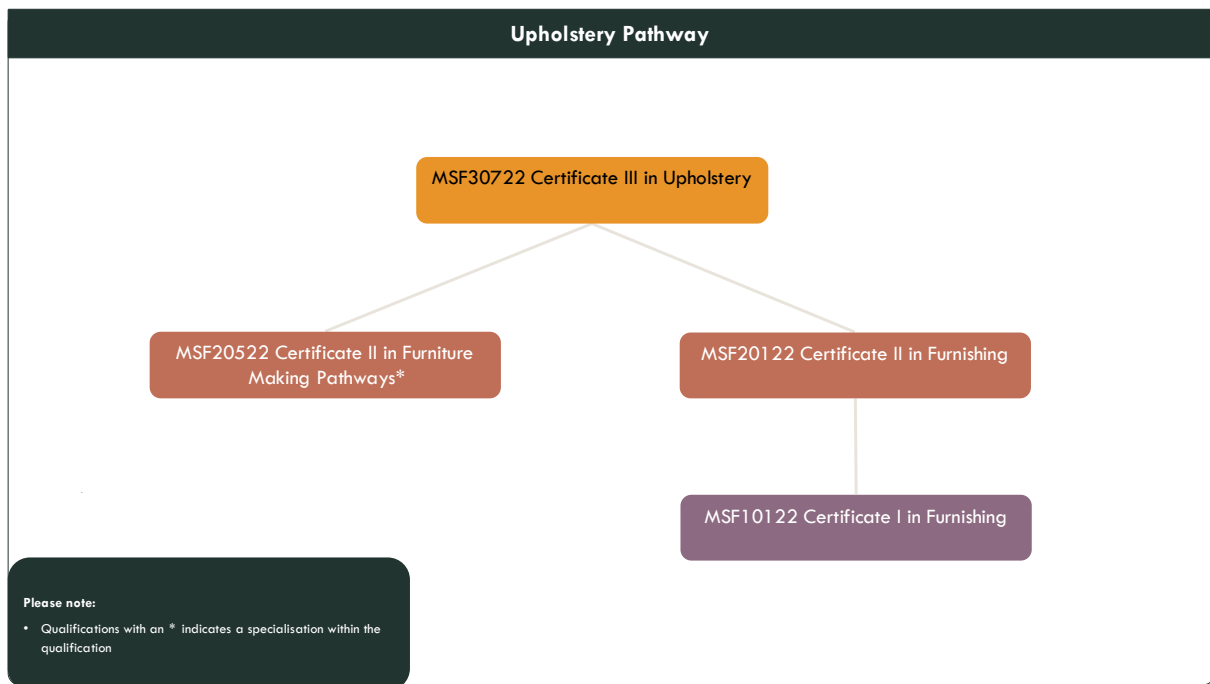
- MSF40122 Certificate IV in Interior Decoration
- MSF40222 Certificate IV in Furniture Design and Manufacturing
- MSF40322 Certificate IV in Kitchen and Bathroom Design
- MSF40422 Certificate IV in Glass and Glazing
- MSF40522 Certificate IV in Piano Technology
- MSF50222 Diploma of Interior Design
- MSF50322 Diploma of Furniture Design and Manufacturing
- MSF60122 Advanced Diploma of Interior Design

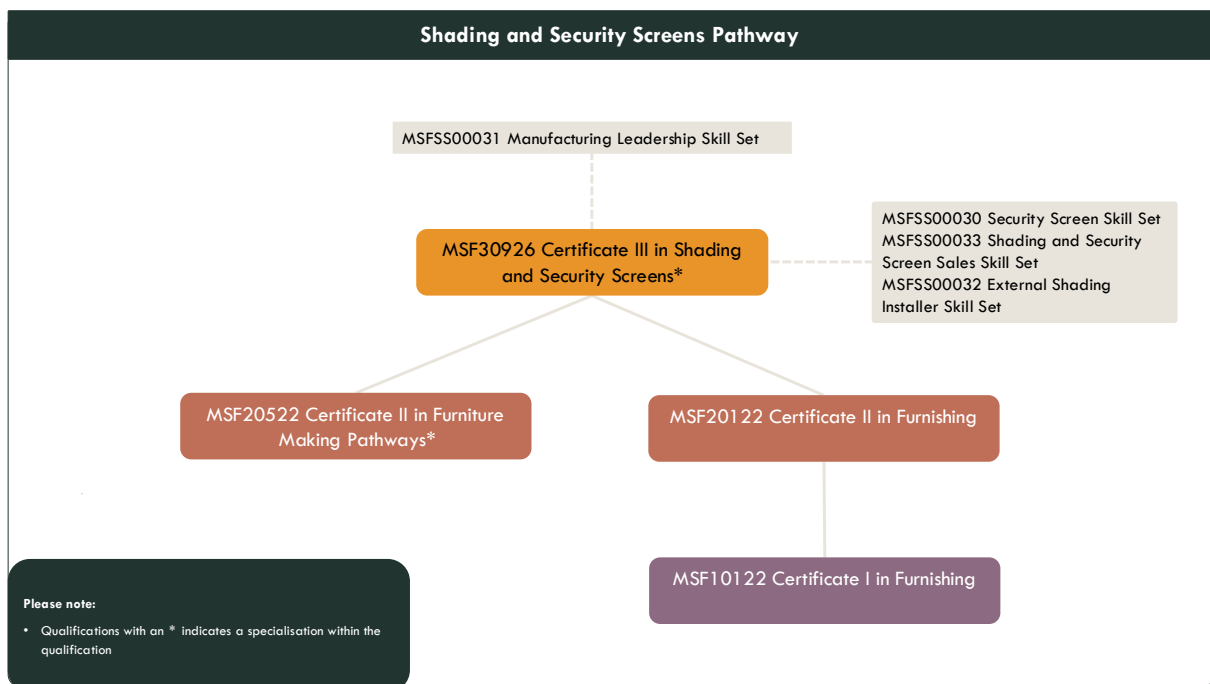
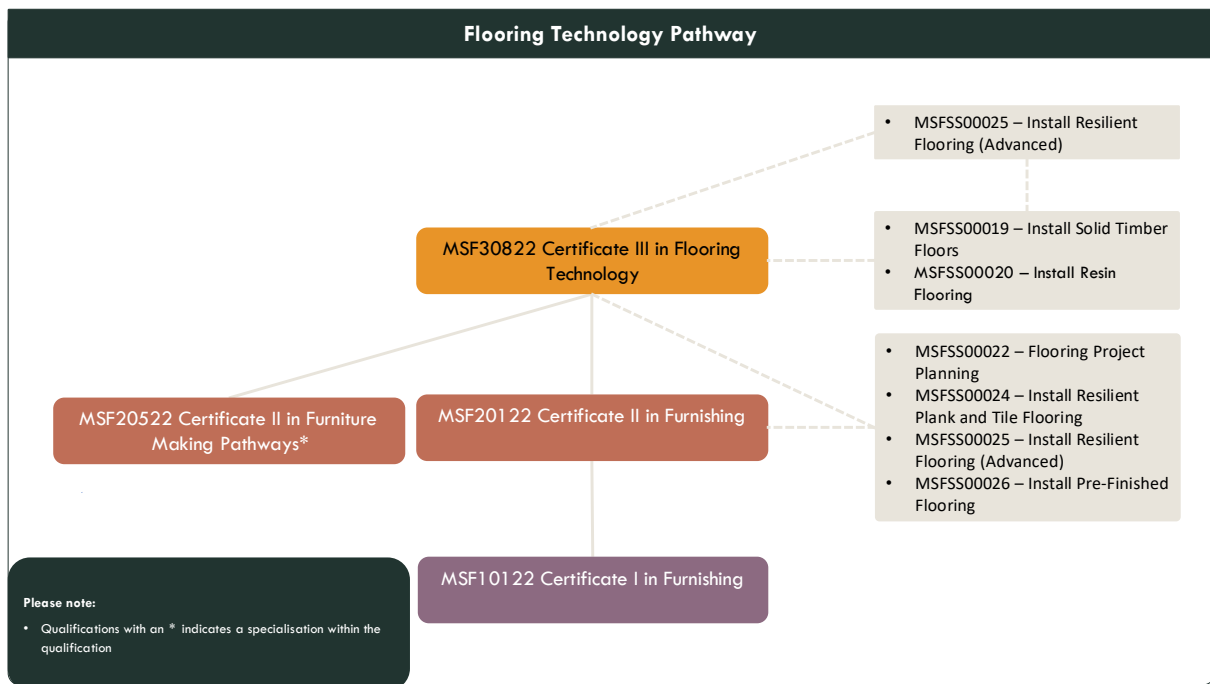
Progression between qualifications

Qualifications have been designed to allow learners to progress into and between qualifications. The following diagram shows the various options for movement into and between qualifications in the *MSF Furnishing Training Package*.









Glass and Glazing Pathway

- MSFSS00009 – Insulating Glass Unit Manufacturing
- MSFSS00010 – Insulating Glass Unit Fabricator/Installer

MSF40422 Certificate IV in Glass and Glazing

MSF30422 Certificate III in Glass and Glazing

Piano Technology Pathway

MSF40522 Certificate IV in Piano Technology

- MSFSS00016 – Piano Tuning

Entry requirements for qualifications

Each qualification in the *MSF Furnishing Training Package* specifies any mandatory entry requirements to ensure learners have the skills and knowledge needed for successful completion.

Some qualifications include formal prerequisites. For example, the **Certificate III in Cabinet Making and Timber Technology** requires completion of **CPCCWHS1001 Prepare to work safely in the construction industry**. This unit satisfies regulatory requirements for working on construction sites, which is essential as most job roles within this qualification involve site access.

For qualifications without formal entry requirements, such as the **Diploma of Furniture Design and Manufacturing**, training providers are responsible for confirming that candidates have sufficient experience and baseline knowledge to manage the workload and learning curve. Providers may use additional assessment tasks to gauge readiness and set realistic expectations, supporting learners to achieve successful outcomes.

The following table summarises qualifications with entry requirements.

Qualification	Entry requirements
MSF10122 Certificate I in Furnishing	There are no entry requirements for this qualification
MSF20122 Certificate II in Furnishing	There are no entry requirements for this qualification
MSF20322 Certificate II in Cabinet Making and Timber Technology	There are no entry requirements for this qualification
MSF20413 Certificate II in Glass and Glazing	There are no entry requirements for this qualification
MSF20522 Certificate II in Furniture Making Pathways	There are no entry requirements for this qualification
MSF30122 Certificate III in Furniture Finishing	There are no entry requirements for this qualification
MSF30322 Certificate III in Cabinet Making and Timber Technology	To commence this qualification, an individual must have: Completed CPCCWHS1001 Prepare to work safely in the construction industry
MSF30422 Certificate III in Glass and Glazing	To commence this qualification, an individual must have: Completed CPCCWHS1001 Prepare to work safely in the construction industry

MSF30518 Certificate III in Picture Framing	There are no entry requirements for this qualification
MSF30722 Certificate III in Upholstery	There are no entry requirements for this qualification
MSF30822 Certificate III in Flooring Technology	To commence this qualification, an individual must have: Completed CPCCWHS1001 Prepare to work safely in the construction industry <i>This unit meets regulatory requirements for work on construction sites, which is relevant to most job roles covered by this qualification</i>
MSF30926 Certificate III in Shading and Security Screens	There are no entry requirements for this qualification
MSF31018 Certificate III in Interior Decoration Retail Services	There are no entry requirements for this qualification
MSF40122 Certificate IV in Interior Decoration	There are no entry requirements for this qualification
MSF40222 Certificate IV in Furniture Design and Manufacturing	There are no entry requirements for this qualification
MSF40318 Certificate IV in Kitchen and Bathroom Design	There are no entry requirements for this qualification
MSF40422 Certificate IV in Glass and Glazing	To commence this qualification, an individual must have: Completed CPCCWHS1001 Prepare to work safely in the construction industry
MSF40522 Certificate IV in Piano Technology	There are no entry requirements for this qualification
MSF50222 Diploma of Interior Design	There are no entry requirements for this qualification
MSF50322 Diploma of Furniture Design and Manufacturing	There are no entry requirements for this qualification
MSF60122 Advanced Diploma of Interior Design	There are no entry requirements for this qualification

Selecting electives to enable different occupational outcomes

Qualifications include elective units that should be selected according to the needs of the learner. The choice of elective units may be negotiated between the learner and/or employer, and the RTO conducting the training program.

Some qualifications allow electives to be selected from within the training package, and also from other training packages and accredited courses. Wherever they are selected from, elective units should provide a vocational focus for the qualification and be relevant to the:

- AQF qualification level
- job role
- work outcomes
- local industry needs
- area of specialisation (if required).

Mandatory requirements for specialisations

Some qualifications in the *MSF Furnishing Training Package* have been designed to allow specialisations. The area of specialisation can be included on a testamur to certify attainment of an AQF qualification as shown in the example.

This is to certify that

John Smith

has fulfilled the requirements for

MSF30322 Certificate III in Cabinet Making and Timber Technology

(Furniture)

Choosing electives for specialisations

Qualification	Specialisation	Mandatory elective choices
MSF30926 Certificate III in Shading and Security Screens	Manufacturing	At least 6 Group B elective units • MSFBA2014 Construct metal louvre and canopy-hooded style awnings • MSFBAA202 Operate shading and security sector static machines • MSFBAA203 Make up tracks for curtains • MSFBAA301 Assemble awnings

		• MSFBAA302 Assemble interior blinds • MSFBAA303 Assemble pelmets • MSFBAA307 Assemble roller shutters • MSFBAA309 Assemble louvre shutters • MSFBAA312 Assemble roller blinds • MSFBAA313 Assemble vertical blinds • MSFBAA314 Assemble pleated and cellular blinds • MSFBAA315 Assemble interior venetian blinds • MSFBAA316 Construct unlined curtains • MSFBAA317 Construct lined curtains • MSFSF2016 Operate a steam press • MSFSF2022 Cut single layer fabrics • MSFSF3015 Construct Roman-style blinds • MSS402042 Apply 5S procedures • MSS402085 Contribute to the application of a proactive maintenance strategy • MSS404051 Mistake proof a process • MSTGN2024 Perform minor maintenance • MSTGN3016 Plan tasks to assist production operations • MSTTX2014 Perform industrial sewing on textile products • MSTTF2018 Select and handle materials for manufactured textile products • MSTTF3013 Construct manufactured textile products • MSTTX3014 Set up, adjust and maintain industrial sewing machines • TLIA0020 Package goods
MSF30926 Certificate III in Shading and Security Screens	Installation	At least 6 Group C elective units • AHCLSC321 Install metal structures and features • CPCCCM2012 Work safely at heights • MSFBAA304 Install awnings • MSFBAA305 Install interior blinds • MSFBAA306 Assess suitability of exterior shading products • MSFBAA308 Install roller shutters • MSFBAA310 Select and apply hardware and fixings for shading or security screen installation

		• MSFBAA311 Install automation and intelligent management systems • MSFBAA318 Install curtains • MSFBAA319 Install interior louvre shutters • MSFBAA320 Install exterior louvre shutters • MSFGN3003 Advise customers on products and services • MSFSF2021 Fit and adjust curtain hardware • MSTTF3008 Establish client and site requirements for manufactured textile products • MSTTF3014 Install manufactured textile products
MSF30926 Certificate III in Shading and Security Screens	Security Screens	All 4 units Group D elective units • MSFSS2004 Rectify faults in product • MSFSSG301 Install non-security and security screens • MSFSSG302 Assemble non-security and security screens • MSFSSG303 Assess suitability of security screens
MSF30322 Certificate III in Cabinet Making and Timber Technology	Furniture	5 units from Group A • MSFFF2012 Prepare surfaces for finishing • MSFFM2016 Join solid timber • MSFFM2017 Hand make timber joints • MSFFM2018 Operate basic static machines safely • MSFFM3025 Construct furniture using leg and rail method • MSFFM3026 Produce angled and curved components using manufactured board • MSFFM3027 Produce angled and curved components using solid timber • MSFFM3028 Prepare and apply decorative surfaces for furnishing products • MSFFM3029 Select timbers for furniture production
MSF30322 Certificate III in Cabinet Making and Timber Technology	Kitchens and Bathrooms	Select 5 units from Group B • MSFFM3038 Set up, operate and maintain automated edge banding machines • MSFFM3041 Determine and document requirements for cabinetry installation • MSFFM3042 Fabricate cabinetry • MSFFM3043 Install cabinetry

		• MSFFM3045 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres • MSFKB2003 Prepare for cabinetry installation • MSFKB3012 Plan kitchen and bathroom projects
MSF30322 Certificate III in Cabinet Making and Timber Technology	Marine Cabinetry	Select 5 units from Group C • AURVTT121 Select and apply adhesives in automotive and marine service and repair work • CPCCCA3014 Construct and install bulkheads (prerequisite: CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry) • CPCCPB3004 Fix wet area sheets (prerequisite: CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry) • CPCCWC3004 Install suspended ceilings (prerequisite: CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry) • CPCSH3005 Apply and trim decorative additions to shopfittings and components • MSFFL2038 Install lay flat vinyl floor coverings
MSF30322 Certificate III in Cabinet Making and Timber Technology	Wood Machining	Select 7 units from Group D • MSFFM3032 Set up, operate and maintain sawing machines • MSFFM3033 Set up, operate and maintain drilling machines • MSFFM3034 Set up, operate and maintain joining machines • MSFFM3035 Set up, operate and maintain planing and finishing machines • MSFFM3036 Set up, operate and maintain multi-head planing and moulding machines • MSFFM3037 Set up, operate and maintain routing and shaping machines • MSFFM3044 Set up, operate and maintain computer numerically controlled (CNC) sizing machines • MSFFM3045 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres
MSF30322 Certificate III in Cabinet Making and Timber Technology	Coopering	Select 4 units from Group E • MSFCP2005 Use coopering sector hand and power tools

		• MSFCP3001 Produce barrels using non-fired processes • MSFCP3002 Produce barrels using fired processes • MSFCP3003 Maintain and repair barrels
MSF30322 Certificate III in Cabinet Making and Timber Technology	Drafting	Select 4 units from Group F • CUAACD312 Produce computer-aided drawings • MSFFDM4002 Collect and interpret information to support production processes • MSFFDM4012 Produce computer-aided line and component production drawings • MSFFDM4014 Produce manual and computer-aided drawings from design concepts
MSF30422 Certificate III in Glass and Glazing	Glass Processing	All Group B electives AND at least 6 Group C electives (including # units) Group B • MSFGG2013 Move single glass sheets by mechanical means Group C – Glass Processing • MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements • MSFFM3024 Construct jigs and fixtures • MSFGG2012 Operate glass freefall rack and table (#) • MSFGG3023 Apply and handle films • MSFGG3024 Form glass • MSFGG3025 Apply patterns and designs to glass • MSFGG3026 Laminate glass • MSFGG3027 Toughen glass • MSFGG3030 Process glass by automatic machines • MSFGG3031 Cut thick glass (#) • MSFGG3032 Mirror glass • MSFGG3040 Move block and bulk glass sheet by mechanical means (#) • MSFGG3041 Manufacture insulated glass units • MSFGG3042 Process glass by semi-automatic machines

MSF30422 Certificate III in Glass and Glazing	Glazing	All Group B electives AND at least 6 Group D electives (including # units) PLUS at least 1 installation unit (MSFGG3033–MSFGG3037)
		Group B • MSFGG2013 Move single glass sheets by mechanical means Group D – Glazing • MSFSS3005 Assemble non-security and security screens and grilles • MSFGG2011 Glaze and reglaze residential windows and doors (#) • MSFGG2016 Assemble glazing products • MSFGG2017 Fabricate and install insect and security screens • MSFGG3028 Select, cut and process materials for glazing products • MSFGG3029 Assess glass and glazing requirements (#) • MSFGG3033 Install shower screens • MSFGG3034 Install residential windows and doors • MSFGG3035 Install mirrors and glass splashbacks • MSFGG3036 Install commercial glazing products • MSFGG3037 Install structural glazing products • MSFGG3038 Conduct commercial and structural reglazing • MSFGN3001 Read and interpret work documents
MSF30422 Certificate III in Glass and Glazing	Designed Glazing	At least 3 Group E electives (including # units) Group E – Designed Glazing • MSFDG2001 Assemble leadlight and stained glass components (#) • MSFDG3001 Protect leadlight and stained glass • MSFDG3002 Prepare and install architectural engineered leadlight and stained glass • MSFDG3003 Paint and fire glass • MSFDG3004 Assemble copper foil glass components • MSFDG3005 Fuse glass • MSFDG3006 Process coloured and textured glass by hand

-
- MSFGG3022 Construct and repair leadlight panel
-

Training package delivery and assessment

Registered Training Organisations (RTOs) must ensure that all training and assessment complies with the **Standards for RTOs 2025** and the **Credential Policy**. Training and assessment must be delivered by individuals who:

- hold the required **training and assessment credentials** specified in the Credential Policy
- possess **vocational competencies** at least to the level of the training product being delivered or assessed
- can demonstrate **current industry skills** directly relevant to the training and assessment
- undertake **ongoing professional development** to maintain VET knowledge, industry currency, and trainer/assessor capability.

Assessors of some units of competency may need to meet requirements in addition to those outlined in the **Standards for Registered Training Organisations (RTOs) 2025** and the **Credential Policy**.

Check the **Assessment Conditions** section (provided in the assessment requirements that accompany each unit of competency) for specific assessor requirements. These may include holding the credentials specified in the Credential Policy, maintaining current industry skills, and demonstrating ongoing professional development.

Some specific considerations in relation to the *MSF Furnishing Training Package* are included below.

Amount of training and volume of learning

RTOs must create a training and assessment strategy for delivery of AQF qualifications that reflects the complexity required of that qualification. An essential consideration in the training and assessment strategy is to ensure the amount of training provided is sufficient so that the learner can:

- meet the requirements of each qualification
- gain the skills and knowledge specified in the units of competency.

The amount of training involves all the formal learning activities provided to a learner; for example, classes, tutorials, fieldwork, lectures, online or self-paced study, as well as workplace learning. Training should take into account the need to allow learners to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

AQF qualifications differ in terms of their complexity. The complexity of a qualification is defined by:

- the breadth and depth of the knowledge
- skills required
- application of knowledge and skills, and
- the AQF volume of learning.

The AQF volume of learning describes how long a learner, without any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification level. The volume of learning includes all teaching, learning and assessment activities that are undertaken by the typical student to achieve the learning outcomes of the particular qualification.³

Access and equity considerations

An RTO's training and assessment practices should minimise any barriers to training and assessment by considering the individual needs of learners. Some needs that could affect an individual's participation in training and assessment include:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

While the design and content of this training package supports equitable access and progression for all learners, it is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individuals
- determine the needs of individuals and provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes for learners located at a distance from a campus location
- checking that materials are culturally appropriate for learners, and amending as necessary
- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

Considerations specific to learners with disability

RTOs must take steps to provide the same training opportunities for learners with recognised disabilities as those without disabilities.

In some cases, 'reasonable adjustments' are made to the training environment, training delivery, learning resources and/or assessment tasks to meet the needs of a learner with a disability. An

³ Information sourced from Australian Government, ASQA, <<https://www.asqa.gov.au/faqs/what-appropriate-volume-learning-qualification-type>> viewed February 2023

adjustment is 'reasonable' if it can accommodate the learner's particular needs, while also taking into account factors such as:

- the views of the learner
- the potential effects of the adjustment on the learner and others
- the costs and benefits of making the adjustment to the RTO.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.⁴

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Further information on providing quality training and assessment to learners with disabilities can be found in ASQA's updated practice guides:

- Practice Guide – Diversity and Inclusion <<https://www.asqa.gov.au/sites/default/files/2025-06/Practice%20Guide%20%20-%20Diversity%20and%20inclusion.pdf>>
- Practice Guide – Training Support <<https://www.asqa.gov.au/sites/default/files/2025-06/Practice%20Guide%20%20-%20Training%20support.pdf>>

⁴ The *Disability Standards for Education, 2005* and accompanying guidance notes can be downloaded at <<https://www.education.gov.au/swd/resources/2010-report-review-disability-standards-education-2005>>.

Mandatory workplace requirements

Foundation skills in units of competency

Foundation skills are the ‘non-technical skills’ that individuals need so they can participate effectively in workplaces, in education and training, and in their communities.

Under the *Standards for Training Packages 2022*, training package developers must include foundation skills in units of competency; however, the method and format for doing this has not been prescribed.

Frameworks used

The foundation skills are derived from The *Australian Core Skills Framework (ACSF)* which is used to identify learning, language, literacy and numeracy (LLN) skills.

The skills included in the framework are:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy.

The five skills are identified separately with descriptions explaining how the skill underpins the performance criteria. The foundation skills table in each unit:

- identifies applicable underpinning skills
- describes the application of each skill in the context of the performance criteria.

Only those foundation skills that **ARE NOT** explicit in the performance criteria appear in the foundation skills mapping table.

The foundation skills are an integrated part of the unit for training and assessment purposes. Therefore, it is important that users look closely at both the foundation skills and the performance criteria, to make sure that **all** foundation skills are considered during delivery and assessment.

In the *MSF Furnishing Training Package* (and all training packages developed by Skills Insight) the foundation skills are shown in a table format as shown in the following example.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skills	Description
Learning	Understand main tasks, responsibilities and boundaries of own role
Reading	Read and understand production plans, site safety and environmental management plans in a forest harvesting environment

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skills	Description
Writing	Record operation, production and machine maintenance on paper-based or electronic media
Oral Communication	Interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective single grip harvester operations
Numeracy	Use calculations for measuring chemicals and fertilisers

Key legislative implications for implementation

Regulatory or licensing requirements are identified in the Application field of units of competency and the Qualification description field in qualifications. If there are no requirements, then the statement 'No occupational licensing, legislative or certification requirements apply to this unit/qualification at the time of publication' will appear.

Training products with licensing, regulatory or legislative implications

MSF Furnishing Training Package Release 9.0

Training products with licensing, regulatory or legislative implications

Code	Title	Implication
MSF10122	Certificate I in Furnishing	General WHS compliance under WHS Act/Regulations; no occupational licensing attached to qualification
MSF20122	Certificate II in Furnishing	General WHS; any site work must comply with NCC where applicable (e.g., installation tasks)
MSF20322	Certificate II in Cabinet Making and Timber Technology	Work involving fixed joinery must comply with NCC; electrical/plumbing work requires licensed trades (excluded from MSF scope)
MSF20413	Certificate II in Glass and Glazing	Glazing work must comply with NCC and AS1288/AS/NZS 2208; state licensing may apply for glass installation businesses
MSF20522	Certificate II in Furniture Making Pathways	General WHS compliance; product safety and consumer law obligations for finished goods

MSF30122	Certificate III in Furniture Finishing	Use of coatings must comply with hazardous substances regulations; consumer law for labelling and finishes
MSF30322	Certificate III in Cabinet Making and Timber Technology	Installation must comply with NCC and manufacturer instructions; plumbing/electrical work requires licensed practitioners
MSF30422	Certificate III in Glass and Glazing	Strong regulatory nexus: NCC, AS1288, AS/NZS 2208; site safety and permits per local laws; building approvals may be required
MSF30518	Certificate III in Picture Framing	General WHS; no specific licensing
MSF30722	Certificate III in Upholstery	WHS for machinery and hazardous substances; product safety and flammability requirements in some applications (e.g., public seating as per NCC)
MSF30822	Certificate III in Flooring Technology	Compliance with NCC, waterproofing standards, and AS/NZS 4586 slip resistance for floor surfaces; adhesives handled per hazardous substances regs
MSF30926	Certificate III in Shading and Security Screens	Security screens must comply with AS 5039/5040/5041; awnings may require building permits; child safety for blind cords per ACCC mandatory standard
MSF31018	Certificate III in Interior Decoration Retail Services	Advice must consider NCC requirements for finishes; no licensing attached
MSF40122	Certificate IV in Interior Decoration	Design advice must reflect NCC and building approvals processes; licensed practitioners required for controlled work (e.g., plumbing/electrical)
MSF40222	Certificate IV in Furniture Design and Manufacturing	Product safety standards, consumer law, and WHS; no occupational licensing attached
MSF40318	Certificate IV in Kitchen and Bathroom Design	Designs must comply with NCC, waterproofing standards, and require coordination with licensed plumbing/electrical trades
MSF40422	Certificate IV in Glass and Glazing	Advanced application of NCC, AS1288/AS/NZS 2208; potential contractor licensing requirements depending on jurisdiction
MSF40522	Certificate IV in Piano Technology	WHS; no specific licensing
MSF50222	Diploma of Interior Design	NCC compliance in documentation; planning and building approvals processes; engagement of licensed practitioners for controlled work
MSF50322	Diploma of Furniture Design and Manufacturing	Product safety and consumer law; supply chain compliance; hazardous substances controls
MSF60122	Advanced Diploma of Interior Design	Greater responsibility for NCC compliance pathways; coordination with planning/building approvals and licensed trades

MSFBL3001	Install blinds and awnings	Must meet NCC requirements for fixing to building elements; child safety for cords under ACCC mandatory standard
MSFFL3001	Install resilient floor coverings	NCC wet area waterproofing and AS/NZS 4586 (slip resistance) may apply; adhesive handling per hazardous substances regs
MSFFL3002	Install timber flooring	NCC requirements for structural floors, moisture and acoustic; building approvals may apply in multi-residential settings
MSFGG3016	Install glass in windows and doors	Must comply with AS1288 Glass in Buildings and local building codes
MSFGG3032	Cut and process glass	WHS compliance for handling hazardous materials and cutting processes
MSFGG3033	Remove and replace glass	Requires safe handling and disposal under WHS regulations
MSFGG3034	Install glass in domestic applications	Must comply with AS1288 and NCC for residential glazing
MSFGG3035	Install glass in commercial applications	Legislative compliance with workplace safety and building codes
MSFGG3036	Install glass balustrades	Requires compliance with NCC structural integrity and AS1288 safety glass
MSFGG3037	Install mirrors and glass splashbacks	Compliance with safety glass requirements under AS1288
MSFGG3038	Install shower screens	Must meet water penetration and safety standards; NCC compliance
MSFGG3039	Conduct glazing installation and replacement	Requires adherence to glazing safety standards; may require state licensing
MSFGG4001	Apply standards and codes to glass and glazing	Legislative compliance with NCC (National Construction Code) and AS1288
MSFKB4001	Design kitchen spaces	Must ensure designs accord with NCC (e.g., ventilation, clearances); plumbing/electrical work by licensed trades
MSFKB4002	Design bathroom spaces	NCC waterproofing, ventilation and safety requirements; licensed plumbing/electrical required for works
MSFSS3001	Install security screens and grilles	Compliance with AS 5039 (security screen doors and grilles), AS 5040 (installation), AS 5041 (methods of test)
MSF10122	Certificate I in Furnishing	General WHS compliance under WHS Act/Regulations; no occupational licensing attached to qualification

Health and safety requirements

In general, health and safety requirements are addressed in specific work health and safety units of competency or embedded in particular units of competency in the *MSF Furnishing Training Package*.

RTOs must make sure that delivery of health and safety content is contextualised to comply with the relevant legislation in the state/territory in which they are training. Details of state and territory regulators, together with some useful workplace health and safety organisations, have been included in the following tables.

State/territory Regulators

Exterior shading products and security screens/grilles

The following table provides support for RTOs seeking information about trade registration/licenses or equivalent for installation of **exterior shading products and security screens/grilles**. This table is current at the time of publication (October 2025), and these requirements are subject to change. Advice must be sought from the appropriate regulatory body in the local jurisdiction of training delivery for current and complete information relating to these requirements:

State/Territory	Regulatory Body	Contacts
Australian Capital Territory	Access Canberra	Telephone: 13 22 81 Website: https://www.accesscanberra.act.gov.au
New South Wales	NSW Police Force – SLED; Building Commission NSW	Telephone: 1800 620 379 (SLED) Website: https://www.police.nsw.gov.au/online_services/sled Website: https://www.nsw.gov.au/departments-and-agencies/building-commission
Northern Territory	Licensing NT; Territory Business Centre	Telephone: 1300 654 628 Website: https://nt.gov.au/industry/licences/licensing-online Website: https://nt.gov.au/industry/business-support/contact-territory-business-centre
Queensland	Queensland Building and Construction Commission (QBCC)	Telephone: 139 333 Website: https://www.qbcc.qld.gov.au
South Australia	Consumer and Business Services (CBS)	Telephone: 131 882 Website: https://www.cbs.sa.gov.au
Tasmania	Consumer, Building and Occupational Services (CBOS)	Telephone: 1300 654 499 Website: https://www.cbos.tas.gov.au

State/Territory	Regulatory Body	Contacts
Victoria	Building and Plumbing Commission (BPC); Victoria Police – Licensing and Regulation Division (LRD)	Telephone: 1300 815 127 (BPC) Telephone: 1300 651 645 (LRD) Website: https://www.bpc.vic.gov.au Website: https://www.police.vic.gov.au/private-security
Western Australia	WA Police Force – Security Licensing; Department of Local Government, Industry Regulation and Safety (LGIRS)	Telephone: 1300 171 011 Website: https://www.wa.gov.au/organisation/western-australia-police-force/licensing-services-security Website: https://www.wa.gov.au/organisation/department-of-local-government-industry-regulation-and-safety

Additional requirements for Training Organisations:

In New South Wales, a person training a learner in how to install a security screen needs:

- at least three years demonstrated industry experience, and
- a Certificate IV in Training and Assessment.

The organisation employing the trainer and the learner must hold a Master License. If the person is self-employed, they must also hold a Master License. For more information and compliance requirements, visit the NSW Police Force Security Licensing and Enforcement Directorate (SLED): http://www.police.nsw.gov.au/online_services/sled

Glass and Glazing

The following table provides support for RTOs seeking information about trade registration/licenses or equivalent for glazing installation and related work. This table is current at the time of publication (October 2025), and these requirements are subject to change. Advice must be sought from the appropriate regulatory body in the local jurisdiction of training delivery for current and complete information relating to these requirements. Glazing work must comply with the National Construction Code (NCC), AS1288 Glass in Buildings, and AS/NZS 2208 Safety Glazing. In some jurisdictions (e.g., NSW, QLD, SA), a contractor license or registration may be required for glazing businesses.

State/Territory	Regulatory Body	Contacts
Australian Capital Territory	Access Canberra	Telephone: 13 22 81 Website: https://www.accesscanberra.act.gov.au
New South Wales	NSW Fair Trading; Building Commission NSW	Telephone: 13 32 20 Website:

		https://www.fairtrading.nsw.gov.au Website: https://www.nsw.gov.au/departments-and-agencies/building-commission
Northern Territory	Licensing NT; Territory Business Centre	Telephone: 1300 654 628 Website: https://nt.gov.au/industry/licences/licensing-online Website: https://nt.gov.au/industry/business-support/contact-territory-business-centre
Queensland	Queensland Building and Construction Commission (QBCC)	Telephone: 139 333 Website: https://www.qbcc.qld.gov.au
South Australia	Consumer and Business Services (CBS)	Telephone: 131 882 Website: https://www.cbs.sa.gov.au
Tasmania	Consumer, Building and Occupational Services (CBOS)	Telephone: 1300 654 499 Website: https://www.cbos.tas.gov.au
Victoria	Building and Plumbing Commission (BPC)	Telephone: 1300 815 127 Website: https://www.bpc.vic.gov.au
Western Australia	Department of Local Government, Industry Regulation and Safety (LGIRS)	Telephone: 1300 171 011 Website: https://www.wa.gov.au/organisation/department-of-local-government-industry-regulation-and-safety

Flooring Technology

The following table provides support for RTOs seeking information about compliance requirements for flooring installation. This table is current at the time of publication (October 2025), and these requirements are subject to change. Advice must be sought from the appropriate regulatory body in the local jurisdiction of training delivery for current and complete information relating to these requirements. While flooring installers generally do not require a trade license, all work must comply with the NCC, AS3740 Waterproofing of Wet Areas, and AS/NZS 4586 Slip Resistance. Hazardous substances regulations apply to adhesives and coatings.

State/Territory	Regulatory Body	Contacts
Australian Capital Territory	Access Canberra	Telephone: 13 22 81 Website: https://www.accesscanberra.act.gov.au

New South Wales	NSW Fair Trading; Building Commission NSW	Telephone: 13 32 20 Website: https://www.fairtrading.nsw.gov.au Website: https://www.nsw.gov.au/departments-and-agencies/building-commission
Northern Territory	Licensing NT; Territory Business Centre	Telephone: 1300 654 628 Website: https://nt.gov.au/industry/licences/licensing-online Website: https://nt.gov.au/industry/business-support/contact-territory-business-centre
Queensland	Queensland Building and Construction Commission (QBCC)	Telephone: 139 333 Website: https://www.qbcc.qld.gov.au
South Australia	Consumer and Business Services (CBS)	Telephone: 131 882 Website: https://www.cbs.sa.gov.au
Tasmania	Consumer, Building and Occupational Services (CBOS)	Telephone: 1300 654 499 Website: https://www.cbos.tas.gov.au
Victoria	Building and Plumbing Commission (BPC)	Telephone: 1300 815 127 Website: https://www.bpc.vic.gov.au
Western Australia	Department of Local Government, Industry Regulation and Safety (LGIRS)	Telephone: 1300 171 011 Website: https://www.wa.gov.au/organisation/departments-of-local-government-industry-regulation-and-safety

Kitchen and Bathroom Design

The following table provides support for RTOs seeking information about regulatory requirements for kitchen and bathroom design and installation. This table is current at the time of publication (March 2026), and these requirements are subject to change. Advice must be sought from the appropriate regulatory body in the local jurisdiction of training delivery for current and complete information relating to these requirements. Designers are not licensed; however, installation involving plumbing or electrical work must be carried out by licensed trades. NCC compliance applies for waterproofing, ventilation and clearances.

State/Territory	Regulatory Body	Contacts
Australian Capital Territory	Access Canberra	Telephone: 13 22 81 Website: https://www.accesscanberra.act.gov.au

New South Wales	NSW Fair Trading; Building Commission NSW	Telephone: 13 32 20 Website: https://www.fairtrading.nsw.gov.au Website: https://www.nsw.gov.au/departments-and-agencies/building-commission
Northern Territory	Licensing NT; Territory Business Centre	Telephone: 1300 654 628 Website: https://nt.gov.au/industry/licences/licensing-online https://nt.gov.au/industry/business-support/contact-territory-business-centre
Queensland	Queensland Building and Construction Commission (QBCC)	Telephone: 139 333 Website: https://www.qbcc.qld.gov.au
South Australia	Consumer and Business Services (CBS)	Telephone: 131 882 Website: https://www.cbs.sa.gov.au
Tasmania	Consumer, Building and Occupational Services (CBOS)	Telephone: 1300 654 499 Website: https://www.cbos.tas.gov.au
Victoria	Building and Plumbing Commission (BPC)	Telephone: 1300 815 127 Website: https://www.bpc.vic.gov.au
Western Australia	Department of Local Government, Industry Regulation and Safety (LGIRS)	Telephone: 1300 171 011 Website: https://www.wa.gov.au/organisation/departments-of-local-government-industry-regulation-and-safety

Cabinet Making and Furniture Installation

The following table provides support for RTOs seeking information about regulatory requirements for cabinet making and furniture installation. This table is current at the time of publication (October 2025), and these requirements are subject to change. Advice must be sought from the appropriate regulatory body in the local jurisdiction of training delivery for current and complete information relating to these requirements. While cabinet and furniture installers generally do not require a trade license, contractor licensing may apply in NSW and QLD for residential building work. All installations must comply with NCC fixing requirements and ACCC mandatory safety standards for certain furniture products (e.g., tip-over prevention).

State/Territory	Regulatory Body	Contacts
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Australian Capital Territory	Access Canberra	Telephone: 13 22 81 Website: https://www.accesscanberra.act.gov.au
New South Wales	NSW Fair Trading; Building Commission NSW	Telephone: 13 32 20 Website: https://www.fairtrading.nsw.gov.au ; Website: https://www.nsw.gov.au/departments-and-agencies/building-commission
Northern Territory	Licensing NT; Territory Business Centre	Telephone: 1300 654 628 Website: https://nt.gov.au/industry/licences/licensing-online Website: https://nt.gov.au/industry/business-support/contact-territory-business-centre
Queensland	Queensland Building and Construction Commission (QBCC)	Telephone: 139 333 Website: https://www.qbcc.qld.gov.au
South Australia	Consumer and Business Services (CBS)	Telephone: 131 882 Website: https://www.cbs.sa.gov.au
Tasmania	Consumer, Building and Occupational Services (CBOS)	Telephone: 1300 654 499 Website: https://www.cbos.tas.gov.au
Victoria	Building and Plumbing Commission (BPC)	Telephone: 1300 815 127 Website: https://www.bpc.vic.gov.au
Western Australia	Department of Local Government, Industry Regulation and Safety (LGIRS)	Telephone: 1300 171 011 Website: https://www.wa.gov.au/organisation/departments-of-local-government-industry-regulation-and-safety

Health and safety requirements

State/Territory	Regulatory Body	Contacts
Australian Capital Territory	WorkSafe ACT	http://www.worksafe.act.gov.au
New South Wales	SafeWork NSW	http://www.safework.nsw.gov.au

Northern Territory	NT WorkSafe	http://www.worksafe.nt.gov.au
Queensland	Workplace Health and Safety Queensland (WHSQ)	http://www.worksafe.qld.gov.au
South Australia	SafeWork SA	http://www.safework.sa.gov.au
Tasmania	WorkSafe Tasmania	http://worksafe.tas.gov.au
Victoria	WorkSafe Victoria	http://www.worksafe.vic.gov.au
Western Australia	WorkSafe WA	http://www.commerce.wa.gov.au/WorkSafe

National organisations

Name	Function	Website
Australian Building Codes Board (ABCB)	Develops the National Construction Code, which includes requirements for building products and installations such as shading systems and glazing	https://www.abcb.gov.au
Australian Competition and Consumer Commission (ACCC)	Oversees product safety standards and compliance for consumer goods, including furniture and furnishings	https://www.accc.gov.au
Chemicals and Plastics Regulation (via AICIS)	Regulates industrial chemicals used in coatings, adhesives and finishes for furniture and furnishings	https://www.industrialchemicals.gov.au
Comcare	Provides rehabilitation and workers' compensation and occupational health and safety arrangements for Australian Government employees and for the employees of organisations which self-insure under the scheme	http://www.comcare.gov.au
National Measurement Institute (NMI)	Provides measurement standards and testing services, relevant for textiles and furnishing product compliance	https://www.measurement.gov.au

Safe Work
Australia

Leads the development of national policy
to improve work health and safety and
workers' compensation arrangements
across Australia

<http://www.safeworkaustralia.gov.au>

Other legislative requirements

The furnishing industry operates under a range of acts, regulations and industry standards that impact qualifications and skill sets in the *MSF Furnishing Training Package*. Some units of competency (and their associated assessment requirements) contain references to 'industry standards'. 'Industry standards' may relate to:

- existing legislative instruments
- current industry 'good' practice.

Note: Selection of elective units of competency that specify particular licensing, legislative or certification requirements may impact on qualifications. This includes all qualifications, not just those listed in the table.

Qualification/Skill set/Unit of competency	Description of requirement
MSF30322 Certificate III in Cabinet Making and Timber Technology	Installation work must comply with NCC fixing requirements; plumbing and electrical work must be performed by licensed trades
MSF30422 Certificate III in Glass and Glazing	Glazing work must comply with NCC, AS1288 Glass in Buildings, and AS/NZS 2208 Safety Glazing Materials. Contractor licensing may apply in NSW, QLD, SA
MSF30926 Certificate III in Shading and Security Screens	Security screens must comply with AS 5039 (security screen doors and grilles), AS 5040 (installation), and AS 5041 (methods of test). Blind cords must meet ACCC mandatory child safety standards
MSF30822 Certificate III in Flooring Technology	Installation must comply with NCC, AS3740 Waterproofing of Wet Areas, and AS/NZS 4586 Slip Resistance. Adhesives and coatings handled under hazardous substances regulations
MSF40318 Certificate IV in Kitchen and Bathroom Design	Designs must comply with NCC waterproofing and ventilation standards; installation involving plumbing/electrical requires licensed trades
MSFSGG3033–MSFSGG3038 (Glazing Installation Units)	Must comply with AS1288 and NCC for residential and commercial glazing; safety glass requirements apply to mirrors, splashbacks and balustrades
MSFSS3001 Install security screens and grilles	Compliance with AS 5039, AS 5040, AS 5041 mandatory standards for security screens
MSFBL3001 Install blinds and awnings	Must meet NCC fixing requirements; blind cords must comply with ACCC mandatory child safety standard
All qualifications and units	General WHS compliance under state/territory WHS Acts and Regulations; hazardous substances regulations apply to coatings,

adhesives, and finishes; consumer law obligations for product safety and labelling

Note: Users of this Implementation Guide are advised to stay updated with changes to legislative requirements by checking with the relevant regulatory authority.

Training and assessing environments

The Assessment Conditions section of the Assessment Requirements states whether assessment must take place in a real workplace or whether an environment that ‘accurately represents workplace conditions’ can be used.

An environment that accurately represents workplace conditions is one that offers real life working conditions with the actual characteristics of that working environment, including equipment, interactions with other people, and completion of tasks within timeframes, if these are requirements of the working environment.

Sometimes conducting training and assessment in a real workplace is not possible or practical. If conducting training and assessment in a non-workplace environment, trainers and assessors must make sure that learners have opportunities to complete tasks:

- to the quality standards, and within the acceptable timeframes, required by the industry
- in a manner that meets the industry’s safety standards.

Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific sectors covered by this Training Package vary across each state and territory and can change from time to time. Contact the relevant state or territory department/s to check. STA contact details are provided in the Links section of this Implementation Guide. The Fair Work Ombudsman has some general guidelines and fact sheets about unpaid work.

Work placements should always involve the appropriate supervision and guidance from individuals in the workplace and trainers and assessors from the RTO, and must adhere to required legislation that applies in the jurisdiction; e.g. learners must be supplied with the appropriate personal protection equipment (PPE) and training on how to use the PPE effectively prior to undertaking tasks that include health and safety risks.

Resources and equipment lists

RTOs must make sure that all resources and equipment required to train and assess units of competency are available. Details of specific resources, including equipment and materials essential for assessment, are listed in the Assessment Conditions sections of Assessment Requirements documents. Where units of competency require assessment in the workplace, the workplace must include the full range of equipment required to do the task, as listed in the Assessment Conditions.

Explanation of terms used in Non-security and Security Screen (SSG) and Blinds and Awnings (BAA) units follows.

Terms used in security screen units of competency**Specifically refers to**

Australian Standards

Australia has a comprehensive set of standards to define the quality and strength of security screens for doors and windows. The primary series, AS 5039, is structured into three parts, each covering an element of a security screen's integrity.

AS 5039.1:2023 Security door and window screens, Part 1: Classification and performance and AS 5039.1:2023 Amd 1:2024 Security door and window screens, Part 1: Classification and performance

This standard forms the basis of the series, specifying the minimum requirements for a screen to be classified as a 'security' product. It details the performance criteria a screen must meet to effectively resist forced entry. This includes its resilience against common attack methods. A core function of this standard is the classification system, which helps consumers identify the level of protection offered by a particular product. The standard covers material specifications, construction methods, and the performance outcomes required during testing.

Labelling is an important aspect of security screen manufacture providing a chain of responsibility and traceability for the industry.

AS 5039.2:2024 Security door and window screens, Part 2: Installation

A security screen's effectiveness is fundamentally linked to its installation. This standard specifies the requirements for fitting security doors and windows to ensure they perform correctly under duress. It details the appropriate types of fasteners, fixing methods for different building materials, and the structural integrity required of the surrounding door or window frame. This part underscores that a compliant security screen must be installed precisely as specified to provide its intended level of protection.

It's essential that installed products meet the impact test forces SL100 or SL200 as indicated on the Compliance Label. System suppliers must provide instructions for "known installations" (as per AS 5039.1:2023, Section 3.2). When no such method is available, installers must assess the site and install screens to meet the required performance, including security levels SL100 or SL200.

AS 5039.3:2023 Security door and window screens, Part 3: Methods of test

This part provides the standardised testing procedures used to verify the performance claims set out in Part 1. It ensures that all security screens are evaluated in a consistent and repeatable manner. The rigorous tests are designed to simulate attempts at forced entry and include:

- **Impact Test:** Simulates a heavy physical assault, such as being kicked or rammed.
- **Jemmy Test:** Mimics an attempt to pry the screen away from its frame using a lever.

	• Pull Test: Measures the screen's ability to resist being pulled out of its mounting. • Probe Test: Assesses whether an intruder can create an opening large enough to reach internal locks. • Knife Shear Test: Tests the resistance of the mesh material to being cut by a blade.
SL100	SL100 SL100 is a performance level for security screens in Australia. The "SL" stands for "Security Level". A product that meets the SL100 classification complies with the primary impact resistance requirements of the Australian Standard. To achieve this rating, the security screen must withstand a dynamic impact test of 100 joules of energy. This test involves five controlled impacts and simulates a significant physical attack on the screen.
SL200	SL200 is a high-performance level for security screens in Australia. The "SL" stands for "Security Level". This classification is detailed within the Australian Standard AS 5039.1:2023. To achieve the SL200 rating, a security screen must be tested to withstand a dynamic impact test of 200 joules of energy, which is double the force of the SL100 test. This simulates a very forceful and determined physical attack, indicating a substantially higher level of resistance to forced entry.
System Technical Manual	A security screen system technical manual is the official guide used by licensed professionals to ensure a security screen is built and installed correctly. It is not a sales brochure, but a detailed set of instructions that specifies every part of the system, including the exact aluminium frames, mesh, locks, and screws that must be used. The manual provides step-by-step procedures for fabrication and installation, guaranteeing that the final product matches the one that was originally tested and certified against Australian Standards like AS 5039. Following this manual precisely is mandatory; any deviation from its specifications voids the screen's security rating, making it the essential rulebook for compliance and quality assurance in the industry. It is used by: • Fabricators/manufacturers: The primary audience. They use the manual to select the correct components and assemble the security door and window screens. • Installers: They refer to the manual for the correct fixing methods to ensure the screen is securely attached to a building's structure. • Certifiers and Auditors: They use the manual to verify that a fabricator's products and processes are compliant with the tested system.

The following table provides additional detail for terms as applied in the shading and security screen industry.

Terms used in shading screen units of competency

Specifically refers to

Trade Practices (Consumer Product Safety Standard – Corded Internal Window Coverings) Regulations 2010.

This regulation is a mandatory safety standard in Australia designed to prevent the strangulation of young children on the cords of internal window coverings like blinds and curtains. It applies to anyone supplying new corded window coverings, including manufacturers, importers, and retailers. The key requirements are:

- The product must be sold with a clear warning label attached to it (and on the packaging) about the strangulation hazard.
- It must be supplied with a safety device (like a cleat or a tensioner) that can be used to secure the cord(s) and prevent them from forming a dangerous loop.
- The product must include instructions on how to install the covering and the safety device correctly.

The law ensures that any new corded window covering sold in Australia is supplied with the necessary warnings and hardware to make it safe for homes with children.

Note: While created under the old Trade Practices Act, this standard is now enforced under the current Australian Consumer Law (ACL).

Button and coin batteries mandatory standards.

In Australia, mandatory safety and information standards for button and coin batteries and products containing them came into effect on **June 22, 2022**. These standards were introduced to reduce the risk of severe injury or death to children from swallowing these batteries.

1. Secure Battery Compartments

- **For Products:** All consumer goods containing button or coin batteries must have a secure battery compartment. This means the battery should not be released during foreseeable use or misuse of the product.
- **Child-Resistant:** If the batteries are intended to be user-replaceable, the compartment must be child-resistant. This often means it requires a tool (like a screwdriver) or two independent and simultaneous actions to open.

2. Child-Resistant Packaging

- **Mandatory Packaging:** All button/coin batteries sold separately must be supplied in child-resistant packaging.
 - **Blister Packaging:** If blister packaging is used, it must be designed to release only one battery at a time.
 - **Specific Battery Types:** This is mandatory for all lithium button/coin batteries. For non-lithium batteries, child-resistant packaging is required if the battery diameter is 16mm or greater.
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3. Warning Information and Symbols

- **On Packaging:** Packaging for both batteries and products containing them must display prominent and legible warnings. This includes:
 - An alert word like "WARNING" or "DANGER."
 - The "keep out of reach of children" symbol.
 - A statement about the hazard and the risk of severe or fatal injury if swallowed.
 - Advice to seek immediate medical attention if a battery is suspected of being swallowed.
- **On the Battery Itself:** Lithium button/coin batteries with a diameter of 20mm or more must be indelibly marked with an internationally recognized "keep out of reach of children" symbol. This symbol must be at least 6mm in diameter.

4. Compliance and Enforcement

- **Supplier Responsibility:** The standards apply to the entire supply chain, including manufacturers, importers, distributors, and retailers.
- **Penalties:** The Australian Competition and Consumer Commission (ACCC) and other regulators are responsible for enforcing the standards.

Marking out

Marking out refers to the process of accurately transferring design specifications onto a workpiece before any cutting, shaping, or machining begins. This step is critical for ensuring precision and alignment throughout production. Marking out can be performed manually using tools such as scribes, rulers, markers and templates, or through advanced methods like laser marking, which projects guidelines directly onto the material. It also encompasses configuring machinery, such as CNC machines or machines that can be set to cut specific lengths or to follow specific paths or dimensions, effectively "setting out" the job before execution. Whether manual or automated, marking out ensures that materials are worked correctly and efficiently, minimising waste and errors.

Information relevant to training delivery in shading and security screen unit sectors (BAA Shading and SSG Security)

For information on Australian Standards relating to Security Screen Doors and Window Screens, visit following link:

<https://www.standards.org.au/standards-catalogue/sa-snz/standards-by-committee?committee=CS-023>

For more information about corded internal window covering safety requirements, visit the following link:

<https://www.productsafety.gov.au/business/search-mandatory-standards/blinds-curtains-and-window-fittings-mandatory-standard>

Organisations

Organisations that represent interests in the Shading and Security Screen industry include:

National Security Screen Association (NSSA): The NSSA is the peak industry body in Australia for the security screen industry, dedicated to:

- Supporting manufacturers, suppliers, and installers to ensure quality, compliant products and services in the Australian market.
- Developing and promoting industry standards, training, and best practices to enhance the integrity and performance of security screens.

The NSSA is responsible for functions that relate to:

- Facilitating consumer confidence through the promotion of products tested to Australian Standards and installed by trained professionals.
- Advocating for the industry and adopting measures to improve and safeguard the quality and correct application of security screen products across Australia.

For more information see: <https://www.nssa.org.au/>

Window Shading Association of Australia (WSAA): The WSAA is the professional industry association for the window shadings sector in Australia. It represents Australian manufacturers, fabric and component suppliers, retailers, and importers of blinds, awnings, shutters, curtains, and other window shading and solar control products. The WSAA is committed to:

- Advancing the growth and integrity of the window shading industry.
- Advocating for the industry and providing valuable insights, resources, and educational opportunities to its members.
- Promoting professionalism, knowledge sharing, ethical practices, and adherence to a Code of Ethics among its members.
- Uniting manufacturers, retailers, and suppliers within a collaborative network.
- Supporting members in staying at the forefront of industry developments, including product innovation, sustainability, and energy efficiency.
- Championing child safety standards for window coverings.

The WSAA works to enhance the credibility and standing of its members and the industry as a whole, ensuring consumers receive quality products and services.

For more information, see: www.wsaa.au

(Note: The WSAA was formerly known as the Blind Manufacturers' Association of Australia – BMAA - and officially changed its name in 2024 to better reflect the diverse industry it represents.)

Specialised Textiles Association (STA): The STA is the primary industry representative body for the fabric and textiles sectors in Australia. It's a member-driven trade association that represents a wide range of businesses, including those involved in manufacturing, supplying, and installing textiles, equipment, and services.

- The STA acts as a unified voice for the industry, working with government bodies and training organisations.

- They advocate for members' interests and promote industry standards and ethics.
- The association also lobbies for the development and long-term success of the industry.
- The STA provides its members with a variety of resources and networking opportunities. These include:
 - Trade shows and events
 - Publications and information
 - Training and education

For more information, see: www.specialisedtextiles.com.au

Assessment Guidance for shading and security screen units of competency

RTOs can determine which assessment methods are used to assess the content of the unit. However, assessment of units must be robust and meet best practice standards for assessment, including meeting the Principles for Assessment and the Rules of Evidence, as outlined in the Revised *Standards for RTOs*.

The industry expectation is that people assessed as competent in these units will be equipped with the appropriate skills and knowledge to perform jobs effectively, efficiently and to meet industry quality, safety and compliance requirements in a business that operates within the shading and security screens industry.

Units of competency can be delivered and assessed in the workplace or an environment that accurately represents workplace conditions. They support implementation across a range of industry settings by providing guidance that encourages assessment in a variety of contexts and applications.

The following assessment methods are industry-supported and recommended approaches.

On-the-job demonstration

On-the-job demonstration with assessor observation can be used to assess both skills and knowledge. It enables assessment within the context of the work instruction, regulatory requirements, quality standards etc. The assessor is expected to discuss performance with and debrief the learner.

Workplace projects

Workplace projects are often used where a real-time workplace activity is not available.

Workplace projects enable application of knowledge to the workplace context. They encourage use of the equipment and systems used in the workplace as well as analysis and problem solving which will benefit the workplace.

This may include research activities, workplace inspections or other activity for students to complete on their own and may require them to build portfolios of evidence of work they are doing, validated by a workplace supervisor who is able to confirm authenticity of the student's evidence.

Knowledge tests

Knowledge tests can be used to check understanding of the underpinning knowledge. These are questions an auditor/overseeing reviewer might expect a worker to answer during a workplace audit.

Knowledge tests are expected to reflect language and literacy requirements of the workplace. This means they can be administered either orally or in writing, and may allow the use of reference material, depending on the requirements of the job.

Workplace referees

Workplace referees are expected to be well briefed by the assessor, including the legal implications of any statements they are signing. Suitable referees are usually an immediate supervisor or experienced work colleague who has ample opportunity to observe the learner's performance.

Their key role is to testify to consistency of performance over a period of time. Therefore, they must view the learner working long enough for them to confidently say the learner can work at production speed and at a level of accuracy and efficiency expected in the workplace.

They are expected to make notes and comments to support their assessment of the learner's work. A workplace referee can be more than one person.

Simulated assessment methods

Suggested simulated assessment methods include the following:

- Role play
- Virtual methods
- Performing ordinary work tasks in a simulated environment to ensure participant safety
- Case studies and scenarios
- Knowledge testing (for knowledge evidence)
- Clustering skill and knowledge requirements (note that while you can conduct assessment in a clustered manner, you still need to record assessment results separately for each unit).

Assessment requirements for units are specified in their 'Assessment Conditions'. All units state the following: "*Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards*".

Assessing MSFBAA201 Use shading and security sector hand and power tools and MSFBAA202 Operate shading and security sector static machines

These units stipulate that an individual must be assessed using a range of hand and power tools or static machines. The table below outlines a range of industry endorsed hand and power tools and static machines that apply to these units.

Terms used in shading and security sector	Detail, as applied to the shading and security sector includes:
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unit of competency

Hand tools	• caulking gun • centre punch/hole punch • chisel • clamp • contour gauge • coping saw • eyelet punch • file • hacksaw • hammer • hand saw/pull saw • hand weight/iron • hex key • hollow wall anchor gun • keyhole/plaster saw • knives, shears or snips • levelling device (manual or electronic)	• mallet measuring device (tape measure, ruler) • metal press • pipe track bender • pliers • pop rivet gun • rollers • scissors • screwdriver • shovel • sliding bevel • spanner or socket set • spline roller • square • stud finder • tensioning device • venetian needle
Power tools	• air compressor • auger/post hole digger • circular saw • contractor table saw • cordless drill • docking saw • drop saw • grinder • hammer drill • hot knife	• impact driver • jigsaw • planer • pop rivet gun • press-stud machine • reciprocating/multi saw • sander • shears • staple gun • steaming machine
Static machines	• 3D printer • air pillow machine • compressor • corner crimper • docking saw • drill press • drop/width cut machine • eyelet machine • fabric cutters • fabric rolling machine • fabric slitter • frame bender • guillotine • hemming machine • hoist • hot press • ironing machine	• lathe cutter • lock punch • mitre saw (single or double head) • press stud machine • radial arm saw • roll forming machine • roller guillotines • router • strapping machine • tensioner • tube bender • ultrasonic cutter • up saw • venetian machine • venetian punches • vertical blind cutters • welder – RF/hot air/hot wedge

The Performance Evidence of these units of competency specifies that assessment must occur on two separate occasions. These ‘occasions’ may be on the same day. The requirement has been added to ensure that individuals set up for, and finish up, the entire work task, rather than simply repeating the task once it has been set up. The requirement for the task to be assessed on more than one occasion is to show consistency

Training Package developer's quality assurance process for Companion Volumes

Companion Volumes are developed through a structured quality assurance process that ensures accuracy, relevance and compliance with the Standards for Training Packages. This process includes the following steps:

- Consultation with industry representatives, trainers, assessors and other stakeholders to gather input and validate content
- Drafting and review of content to ensure alignment with current industry practices, regulatory requirements and training standards
- Validation workshops and feedback sessions with subject matter experts to confirm technical accuracy and practical applicability
- Compliance checks against the Standards for Training Packages to ensure consistency in format, terminology and structure
- Continuous improvement based on feedback submitted via the Skills Insight website (<https://skillsinsight.com.au>) and other consultation channels
- Publication of updated versions on VETNet to maintain transparency and currency for all users.

This rigorous process ensures that Companion Volumes remain a trusted resource for trainers, assessors and industry stakeholders, supporting high-quality training and assessment outcomes.

Links

Industry links

List of specific industry associations and peak bodies relevant to the furnishing industry, useful for training and assessment.

State/Territory	Organisation
National	Australian Cabinet and Furniture Association (ACFA) Represents cabinetmaking, furniture, kitchen and bathroom design sectors; provides training, advocacy and compliance support [https://www.acfa.net.au]
National	Australian Furniture Association (AFA) Peak body for the furnishing industry supply chain; focuses on standards, sustainability, compliance and advocacy [https://australianfurniture.org.au]
National	Australian Institute of Architects Peak body for architecture professionals; relevant for furnishing and interior design collaboration [https://www.architecture.com.au]
National	Authentic Design Alliance (ADA) Advocates for original furniture and lighting design; combats counterfeit products [https://authenticdesignalliance.org]
National	Carpet Institute of Australia Limited (CIAL) Represents Australia's carpet industry; promotes standards and sustainability [https://carpetinstitute.com.au]
National	Kitchen and Bathroom Designers Institute (KBDi) Professional body for kitchen and bathroom designers; now merged with ACFA for broader industry coverage [https://www.kbdi.org.au]

State and Territory Training Authorities

State / Territory	Website
Australian Capital Territory	https://www.education.act.gov.au
New South Wales	https://www.education.nsw.gov.au
Northern Territory	http://www.education.nt.gov.au
Queensland	https://desbt.qld.gov.au
South Australia	http://www.education.sa.gov.au
Tasmania	http://www.skills.tas.gov.au
Victoria	http://www.education.vic.gov.au
Western Australia	http://www.dtwd.wa.gov.au

General

Organisation/Resource	Details	Website
Australian Qualifications Framework: Second edition, January 2013	National policy for regulated qualifications in Australian education and training. Recent addendums introduce new qualification types (Vocational Degree, Undergraduate Certificate)	http://www.aqf.edu.au
Training.gov.au	National register of training packages and accredited courses	http://www.training.gov.au
Australian Apprenticeships	Quick and easy access to information about Australian apprenticeships and traineeships	http://www.australianapprenticeships.gov.au
Australian Skills Quality Authority (ASQA)	National regulator for Australia's vocational education and training sector	http://www.asqa.gov.au
Training Accreditation Council Western Australia (WA TAC)	Regulates vocational education and training in WA	https://www.wa.gov.au/organisation/training-accreditation-council
Victorian Registration and Qualifications Authority (VRQA)	Regulates vocational education and training and apprenticeships in Victoria	http://www.vrqa.vic.gov.au
Safe Work Australia	Leads the development of national policy to improve work health and safety and workers' compensation arrangements	https://www.safeworkaustralia.gov.au