

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCLMF30706

Level III in Interior Decorating

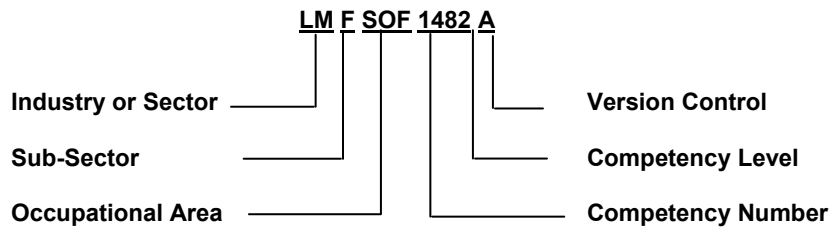
Unit Number	Unit Title	Core/Elective	Hours
LMFCOR0011A	Follow safe working policies and practices	Core	20
LMFCOR0021A	Communicate in the work place	Core	30
LMFCOR0041A	Work effectively with others	Core	20
LMFCOR0071A	Read and interpret work document	Core	30
LMFIND0102A	Laminate glass	Core	15
LMFCOR1353A	Estimate and cost jobs	Core	50
LMFPTF1013A	Prepare design requirements for framing	Core	30
LMFFPM1103A	Establish and maintain production inventory requirements	Core	30
LMFFPM1313A	Construct prototypes and samples	Core	40
LMFSOF1583A	Measure up and calculate fabric quantities for window coverings	Core	30
LMFSOF1613A	Advice customers on interior decoration	Core	20
LMFSOF1643A	Provide technical advice to customers	Core	30
LMFGGL1833A	Apply patterns and designs to glass	Core	
BCGDEC0023A	Prepare and apply decorative finishes	Core	30
LMFIND00073A	Mix and match paint colours	Core	15
LMFIND0083A	Install shower screens	Core	40
LMFIND0093A	Decorate glass surfaces	Core	60
LMFIND0113A	Monitor Conformance to design specification	Core	30
LMFSOF1422A	Calculate fabric quantities for window coverings	Elective	15
LMFSOF1472A	Fit and adjust window treatment hardware	Elective	15
LMFSOF1482A	Fit and adjust interior blinds	Elective	10
LMFSOF1492A	Dress windows	Elective	10
LMFWHC0012A	Develop, design, prepare and transfer patterns	Elective	50
LMFIND0022A	Apply surface coatings by brush/roller	Elective	30
LMFIND0052A	Mount/install mirrors	Elective	30
LMFIND0062A:	Mount and apply wall coverings	Elective	15
LMFFDN0833A	Design and construct ornamental frames	Elective	60
LMFSOF1633A	Follow patterns to produce soft furnishing accessories	Elective	10
LMFFCF2143A	Inspect sub-floors	Elective	15
LMFFCF2273A	Provide advice to customers on resilient floor coverings	Elective	10
LMFFCF2283A	Mix and apply epoxy and seamless floor coverings	Elective	30
LMFFCF2373A	Provide advice to customers on timber floor coverings	Elective	25
LMFFPM1094A	Organize production processes	Elective	70
LMFFPM1154A	Identify and calculate production costs	Elective	45
LMFFPM1164A	Purchase materials and consumables	Elective	30

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Code

Example: LMFFMK0041A



Key: Man – Mandatory; FMK – Furniture Making; FIN – Furniture Finishing; PTF – Picture Framing;
GGL – Glass & Glazing; SBM – Small Business Management;
ITI – Information Technology (Information); BSB – Business Service (Business);
LMF – Light Manufacturing (Furnishing); HOF – Home and Office Furnishing

LMFCOR0011A: Follow safe working policies and practices

Competency Descriptor:

This unit deals with the skills and knowledge required to satisfy safe work practices within the furnishing industry.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Follow workplace procedures for hazard identification and risk control	1.1	Hazards in the work area are recognised and reported to designate personnel according to workplace procedures.
		1.2	Workplace procedures and work instructions for assessing and controlling risks are followed accurately.
		1.3	Personal protective measures are followed in accordance with workplace procedures.
		1.4	Safe manual handling methods are followed in accordance with authorised codes of practice and workplace procedures.
		1.5	Workplace procedure for dealing with accidents, fires and emergencies are followed whenever necessary.
2.	Maintain personal well-being for job	2.1	Standards of fitness and well-being are maintained in accordance with workplace medical requirements.
		2.2	Risks to personal well-being are identified and preventative strategies are adopted.
		2.3	Situations, which may endanger the individual or other workers are identified and corrected or reported.
		2.4	Organisation's policy on smoking, alcohol and drug use is identified, clarified and followed.
3.	Apply emergency response first aid	3.1	Emergency response first aid is administered in accordance with authorised procedures.
		3.2	Details of first aid administered are reported in accordance with enterprise and/or workplace procedures.

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| 4. Contribute to the workplace management of occupational health and safety | 4.1 | Workplace incident and injury statistics are understood. |
| | 4.2 | Incidents and injuries are reported to designated personnel in accordance with workplace procedures. |
| | 4.3 | Contribution to and participation in occupational health and safety management is made in accordance with workplace procedures and the scope of responsibilities and competencies. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Hazardous situations:

- risks associated with tools and equipment
- moving parts and guarding systems
- lighting
- electricity and water
- toxic and hazardous substances
- packaging material or containers
- inflammable materials and fire hazards
- lifting practices
- spillage
- waste and debris

Relevant workplace policies and procedures:

- risk management policies and procedures
- first aid procedures
- safe manual handling and lifting procedures
- emergency
- fire and accident procedures
- materials safety procedures
- personal safety procedures
- procedures for the use of personal protective equipment
- use of motor vehicles
- issue resolution procedures
- job procedures and work instructions

Relevant information:

- OH&S regulations and of practice, environmental legislation and practice relating to hazards in the workplace
- obligations under relevant safety and health legislation
- provisions relating to roles and responsibilities of health and safety representatives and/or Occupational Health and Safety committees
- provisions relating to Occupational Health and Safety issue resolution

Hazard identification and risk control:

- checking equipment or the work area before work commences and during work
- identifying hazards
- assessing risks
- treating (including avoiding) risks
- workplace inspections
- housekeeping

Participative arrangements:

- formal and informal meetings which include coverage of safety and health
- safety committees (by whatever titles)
- other committees, for example, consultative, planning and purchasing
- health and safety representatives
- suggestions, requests, reports and concerns put forward by employees to management (verbal or written)

Designated personnel may include:

- supervisors
- managers
- team leaders
- specified Occupational Health and Safety personnel
- other persons authorised or nominated by the enterprise or industry to perform, approve, inspect and direct specified work

Emergency procedure may include that related to:

- sudden illness
- accidents
- fire or workplace evacuation involving staff or customers

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- Accurately follow workplace procedures relevant to assessing, reporting and dealing with risks in the workplace.
- Identify and respond to threats to personal well-being.
- Apply emergency response first aid.
- Operate workplace fire fighting equipment
- Accurately report incidents (including near-misses, and accidents)

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- obligations of all workplace parties under legislation, regulations and codes of practice
- the implications of workplace safety on efficiency, morale and customer relations
- basic risk management and control processes
- Occupational Health and Safety regulations/requirements, equipment, material and personal safety requirements.
- the purpose and use of safety Standards
- safe manual handling theory and practice
- the selection and applications of workplace fire fighting equipment
- material safety management systems, dangerous goods and hazardous chemicals handling processes
- workplace reporting procedures

Skills

The ability to:

- collect, organise and analyse information related to workplace health and safety systems and procedures and the application of these to work situations
- use first aid skills to the emergency response level
- communicate ideas and information on workplace safety issues including the recording and reporting of incidents/accidents, and the framing of suggestions for improvements
- plan and organise activities including the inspection of their workplace, the safe layout of their work materials and the planning of their own safe work sequences
- work with others and in a team to the level which recognises dependencies and uses co-operative approaches to achieve workplace safety
- use mathematical ideas and techniques to correctly complete measurements and calculations associated with risk analysis, safety distances and work planning
- use problem solving skills to conduct basic risk analysis and control activities aimed at self-protection and system improvements
- use the workplace technology related to the reporting, recording and responding to safety threats and emergencies

(4) Resource Implications

- relevant environmental and health and safety legislation, regulations and codes of practice
- organisation's health and safety policies and procedures
- personal protective equipment
- relevant work areas for identification of hazards and control measures

(5) Method of Assessment

To ensure that the contingency management component (ability to deal with irregularities and breakdowns) of competency is adequately assessed, evidence needs to be gathered across a range of workplace operations and circumstances that the individual would be expected to deal with in the workplace. This could be either in an actual workplace or in a simulation of realistic workplace conditions.

When assessing entry-level workers, assessment techniques that allow collection of evidence from relevant workplace experience should be used.

Techniques for assessment could include:

- observation
- simulation
- case studies
- interviews
- written tests
- workplace projects

(6) Context of Assessment

This unit should be assessed by a combination of workplace and realistic workplace simulations and off-the-job assessment. The context of assessment should ensure that evidence relating to the contingency management components (ability to deal with irregularities and breakdowns) of the competency can be collected.

Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations.

Conditions for simulations should:

- accurately simulate the range of activities and circumstances that the individual would be expected to deal with in the workplace
- allow for discussion
- ensure that the relevant documents and resources are available
- in particular, evidence of ability to follow emergency procedures and contribute to participative arrangements may be gathered through simulations
- the assessor should have recognised expertise in managing Occupational Health and Safety in the industry or work in an assessment team with such a person

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR0021A: Communicate in the work place

Competency Descriptor:

This unit deals the skills and knowledge required to communicate in a furnishing industry workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Gather, convey and receive information and ideas	1.1	Information to achieve work responsibilities is collected from appropriate sources.
		1.2	The methods/equipment used to communicate ideas and information is appropriate to the audience.
		1.3	Effective listening and speaking skills are used in oral communication.
		1.4	Input from internal and external sources is sought, and used to develop and refine new ideas and approaches.
		1.5	Instructions or enquiries are responded to promptly and in accordance with organisational requirements.
2.	Draft routine correspondence	2.1	Written information and ideas are presented in clear and concise language and recipient understands the intended meaning of correspondence.
		2.2	Correspondence is drafted and presented within designated timelines.
		2.3	Presentation of written information meets organisational standards of style, format and accuracy.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

The furnishing industry will require communication to be carried out in workplaces involved in the manufacture, repair or maintenance of:

- domestic furniture
- commercial furniture
- furniture components

Communication may therefore be under testing noise and respiratory safety conditions

Communication equipment may include but is not limited to:

- network systems
- telephones
- keyboard equipment including mouse, touch-pad, keyboard
- pens
- pencils
- information technology components including hardware, software and communication packages
- facsimile machines

Written information may include but is not limited to:

- handwritten and printed materials
- e-mail
- internal memos
- briefing notes
- facsimiles
- general correspondence
- telephone messages

Correspondence may include but is not limited to:

- memoranda
- messages
- proformas
- e-mails
- standard/form letters

Oral communication may include but is not limited to:

- answering telephone calls
- requests from colleagues
- use of voice mail
- informal discussions
- answering enquiries from clients

Organisational requirements may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- OH&S policies, procedures and programmes
- quality and continuous improvement processes and standards
- defined resource parameters

Standards may include:

- standards set by work group
- organisational policies and procedures
- specified work standards
- legislation

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(1) Critical Aspects of Evidence

- communication methods used are appropriate to the audience
- communications are in the language of the industry/sector
- messages and written communication are clear, concise and correct
- requests for information are responded to promptly
- information is given to clients in a clear and concise format
- correspondence produced is relevant to request

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the relevant requirements from all agencies of government that affect furnishing operations, especially in regard to OH&S and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the industry/sector terminology and language
- the organisation's policies, plans and procedures, especially style guide
- attention to standard turnaround times
- spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication

Skills

The ability to:

- use literacy skills to identify work requirements and understand and process basic, relevant workplace documentation
- use communication skills to request advice, receive feedback and work with a team
- use planning skills to organise work priorities and arrangements
- apply problem solving skills to solve routine problems
- use technology skills including the ability to select and use technology appropriate to a task
- use reading skills sufficient to understand basic workplace documentation
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

Competence should be assessed through direct questions related to underpinning knowledge and skills.

Competency in this unit may be determined concurrently, based upon project work.

Competency shall be assessed while work is being done under general guidance, checking at various stages of the process and at the completion of the activity, against the performance criteria and specifications.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR0041A: Work effectively with others

Competency Descriptor:

This unit deals with the skills and knowledge required to work in a group environment requiring group commitment and co-operation and support of other group members.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Develop effective workplace relationships	1.1	Responsibilities and duties are undertaken in a positive manner to promote cooperation and good relationships.
		1.2	Assistance is sought from workgroup members when difficulties arise and these are addressed through discussions.
		1.3	Constructive feedback provided by others in the workgroup is encouraged, acknowledged and acted upon.
		1.4	Differences in personal values and beliefs are respected and their value acknowledged in the development of relationships.
2.	Contribute to workgroup activities	2.1	Support is provided to team members to ensure workgroup goals are met.
		2.2	Constructive contributions to workgroup goals and tasks are made according to organisational requirements.
		2.3	Information relevant to work is shared with workgroup to ensure designated goals are met.
		2.4	Strategies/opportunities for improvement of the workgroup are identified and planned in liaison with workgroup.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Effective work practices will be required in workplaces involved in the manufacture, repair or maintenance of domestic furniture, commercial furniture and/or furniture components.

The following variables may be present for this particular unit:

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- OH&S policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Workgroup members may include but are not limited to:

- coach/mentor
- supervisor or manager
- peers/work colleagues/team/enterprise
- other members of the organisation

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Strategies/opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- recognition of Prior Learning/initial assessment

Responsibilities and duties may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including OH&S
- skills, training and competencies
- code of conduct

Providing support to team members may include:

- explaining/clarifying
- helping colleagues
- problem solving
- providing encouragement
- providing feedback to another team member
- undertaking extra tasks if necessary

Information to be shared may include:

- assisting a colleague
- clarifying the organisation's preferred task completion methods
- open communication channels
- encouraging colleagues
- acknowledging satisfactory performance
- workplace hazards, risks and controls
- acknowledging unsatisfactory performance

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(1) Critical Aspects of Evidence

- applies key aspects of the industry and sector context, practices and language to their role
- is proactive and positive within the group
- provides support to team members to ensure goals are met
- seeks and acts on feedback from clients and colleagues
- accesses learning opportunities to extend own personal work competencies to enhance team goals and outcomes

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFCOR0021A: Communicate in the work place

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the industry and sector context including history, evolution, language, current structure, economic importance and probable future trends
- the relevant legislation from all levels of government that affect business operation, especially in regard to OH&S and environmental issues, equal opportunity, industrial relations and anti-discrimination
- why co-operation and good relationships are important
- the organisation's policies, plans and procedures
- how to elicit and interpret feedback
- techniques to develop personal plans and establish priorities
- how to identify and prioritise personal development opportunities and options
- workgroup members' responsibilities and duties
- importance of demonstrating respect and empathy in dealings with colleagues

Skills

The ability to:

- use literacy skills to identify work requirements and understand and process basic, relevant workplace documentation
- use communication skills to request advice, receive feedback and work with a team
- apply planning skills to organise work priorities and arrangements
- use technology skills including the ability to select and use technology appropriate to a task.
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

- the learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR0071A: Read and interpret work documents

Competency Descriptor:

This unit deals with the skills and knowledge required to interpret work documents including cutting lists, standards, drawings and specifications to produce or repair furnishings and to install furnishing items.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify document type and purpose	1.1	Key information is identified, such as title, version, scale, legend and keys.
		1.2	Any relevant explanatory or additional information needed to interpret the document is located.
		1.3	Clarification is sought to confirm the intention of information.
2.	Read and interpret the document	2.1	Information such as symbols, abbreviations, acronyms and technical terms are identified and interpreted in terms of: <ul style="list-style-type: none"> • the work to be completed • any statutory requirements • the equipment and tools to be used • the items to be produced or repaired
		2.2	Document information is compared to component or supplier recommendations for use of the materials and, where appropriate, relevant statutory requirements.
		2.3	Design and style features shown in drawings are identified by industry recognised terms.
3.	Plan own work sequence	3.1	Work sequence, required tools and equipment and tasks to be performed are identified from the documents.
		3.2	Work sequence is planned, identifying stages where checks against specifications must be made.
		3.3	Specifications noted in the work plan are checked for accuracy against the drawings and specifications, and any errors are rectified.

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| 4. | Maintain document files | 4.1 | Plans and documents are handled carefully and maintained intact. |
| | | 4.2 | Any explanatory documentation, additional information and/or modification information is kept with the work plan and original documentation according to workplace procedures. |
| | | 4.3 | All documentation replaced in workplace filing or storage system for retrieval by others as required. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is to be carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the reading of work documents and the preparation of work plans.

The following variables may be present for this particular unit.

Competency may be determined in workplaces involved in the manufacture and or installation of:

- domestic furniture
- commercial furniture
- kitchen and bathroom cabinets
- furniture components, picture frames
- soft furnishings
- floor covering and finishing
- glass and glazing

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Work documents to be considered are to include but may not be limited to:

- standards
- drawings
- cutting lists
- job specifications and architects'/builders' plans or equivalent, and
- manufacturers' specifications and/or operating instructions
- Work documents are to include hard copy and may include computerised versions

Information and procedures:

- workplace plans, drawings and specifications applicable to all sectors of the industry
- relevant statutory requirements applicable to the industry sectors
- workplace procedures relating to the preparation of own work plans and the maintenance of work documentation
- suppliers' and manufacturer's technical data and information
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- recognise and explain the meanings of symbols, technical terms and conventions of specifications and plans
- check accuracy of copied specifications
- maintain condition of documentation
- locate, read and interpret a minimum of 10 selected/specified work documents which must include:
 - statutory requirements relevant to the sector
 - manufacturers' technical instructions and specifications
- real or simulated local work documents including:
 - work plans
 - material safety data sheets
 - relevant building codes, where appropriate
 - job procedures
 - safe work instructions or equivalent
 - work effectively with others
- modify activities to cater for variations in workplace context and environment

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- different types of work documents used in the furnishing industry, and their function
- conventions and symbols of plans, drawings and specifications
- workplace procedures for maintenance of documentation

Skills

The ability to:

- collect, organise and understand information related to the range of work documents relevant to the sector
- communicate ideas and information to enable confirmation of work requirements and specifications
- plan and organise activities to avoid any back tracking, work flow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise information management
- use mathematical ideas and techniques to correctly interpret the content of work documents
- identify alternative methods of accessing and sources of work information
- use workplace technology related to work documentation, its access and storage

(4) Resource Implications

- access to a range of drawings, standards, plans, specifications and cutting lists relevant to the work

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFIND0102A: Laminate glass

Competency Descriptor:

This unit deals with the skills and knowledge required to plan, cost and carryout glass-laminating operation.

Competency Field:

Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

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|---------------------|--|
| 1. Prepare for work | <p>1.1 Work requirements from work instructions to ascertain:</p> <ul style="list-style-type: none"> • material to be used • process required to complete work tasks • the type, thickness and colour of the interlayer • number of sheets to be laminated and holding area for completed items • the correct machine heat and pressure settings for the materials that are being used <p>1.2 Workplace health and safety requirements relevant to operating glass-laminating equipment including personal protection needs, are observed throughout the work.</p> <p>1.3 Work sequence is planned in a logical order to suit the job.</p> <p>1.4 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, of the required quality, serviceable and in a safe condition.</p> <p>1.5 Machines, cutting tools and jigs are identified and checked for safe and effective operation, including emergency stops, gauges, guards and controls.</p> <p>1.6 Procedures are identified for checking:</p> <ul style="list-style-type: none"> • quality of materials and items produced • working condition of equipment • quality requirements for each stage of the laminating process <p>1.7 Communication with others involved with the work is established and maintained to ensure efficient workflow coordination, personnel co-operation and safety throughout the application of this competency.</p> |
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- 2. Set up equipment
 - 2.1 Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturers' instructions.
 - 2.2 Trial runs are conducted to check machine operation, accuracy and quality of finished work.
 - 2.3 Necessary adjustments are made to machine settings.
- 3. Conduct glass laminating operations
 - 3.1 Glass to be laminated is prepared for the process in accordance with workplace procedures or industry practice.
 - 3.2 Start-up and shutdown procedures for equipment used in the laminating process are completed in accordance with manufacturers' instructions or workplace procedures.
 - 3.3 Glass flopping and washing procedures are conducted in accordance with manufacturers' instructions or workplace procedures.
 - 3.4 White room procedures are conducted in accordance with manufacturers' instructions or workplace procedures.
 - 3.5 White room hoist is operated in accordance with manufacturers' instructions or workplace procedures.
 - 3.6 Pre-press oven and glass stacker are operated in accordance with manufacturers' instructions or workplace procedures to recognised industry standards.
 - 3.7 Air lifter is operated in accordance with manufacturers' instructions or workplace procedures.
 - 3.8 Autoclave is loaded, operated and unloaded in accordance with manufacturers' instructions or workplace procedures.
 - 3.9 Cutting table is operated to cut glass to required size (if applicable) in accordance with manufacturers' instructions or workplace procedures.
 - 3.10 FMF is operated in accordance with manufacturers' instructions or workplace procedures.

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| 4. | Complete work and maintain equipment | 4.1 | Product is inspected for quality of work and items, which do not meet quality requirements discarded or returned for reprocessing in accordance with workplace procedures. |
| | | 4.2 | Completed work is placed in holding area in accordance with workplace procedures. |
| | | 4.3 | Work area is cleaned and rubbish disposed of as appropriate. |
| | | 4.4 | Equipment is cleaned and inspected for serviceability in accordance with workplace procedures. |
| | | 4.5 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures. |
| | | 4.6 | Equipment and tooling is maintained in accordance with workplace procedures. |
| | | 4.7 | Workplace documentation is completed in accordance with workplace requirements. |
| | | 4.8 | Tools, equipment and unused materials are removed and stored appropriately. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Glass laminating equipment includes that equipment and machines involved in the process of laminating glass. This involves the insertion of an intermediary layer between two layers of glass.

This unit covers work involving the set up, operation and monitoring of glass laminating equipment.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the set up and operation of glass laminating machines.

Work is carried out in accordance with statutory requirements, environment legislation, manual handling procedures and relevant regulations and organisation insurance requirements.

The following variables may be present for this particular unit.

Laminated glass includes:

- safety
- automotive
- bullet and bandit resistant
- patterned laminated glass

OH&S requirements may include:

- legislation
- standards
- building codes
- material safety management systems
- safe operating procedures

Tools and equipment are to include:

- glass flopping and washing machines
- white room
- hoist
- pre-press oven
- glass stacker
- air lifter
- autoclave
- packing equipment
- cutting machine
- FMF machine
- standards stamping equipment (including stamp)

Work is generally performed individually, with general supervision and may be part of a production process.

Materials are to include but are not limited to:

- annealed float
- sheet, and
- patterned glass

Information and procedures:

- Workplace procedures relating to the setting up and operation of glass laminating machinery.
- Machine manufacturers' specifications and operational procedures.
- Workplace procedures relating to the handling and movement of glass.
- Work instructions including job sheets, cutting lists, plans, drawings and designs.
- Safety standards include personal protective equipment, OH&S regulations and enterprise requirements.

Personal protective equipment is to include:

- gauntlets
- gloves
- safety glasses
- hard hats
- safety footwear
- aprons
- overalls

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Interpret work order/job instruction and locate and apply relevant information to operate glass laminating equipment.

Plan the conduct of glass laminating operations.

Set up, operate, monitor and perform operator maintenance of glass laminating equipment.

Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment.

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self and others
- prevent damage to glass, equipment and products
- maintain required production output and product quality

To complete a minimum of:

- identify and demonstrate glass flopping and washing operation and procedures
- identify and demonstrate the white room operation and procedures
- safely load glass into the pre-press oven and stacker
- operate the pre-press oven and stacker during the glass laminating process
- operate an air lifter
- operate an autoclave
- safely complete the requirements of the packing area
- operate a laminating cutting table

Carry out post laminating procedures.

Perform testing, classification and marking of toughened glass.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit are:

- LMFCOR0011A Follow safe working policies and practices
- LMFCOR0031A Carry out measurement and calculations
- LMFGGL1652A Use glass and glazing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- procedures for the set up, operation and operator maintenance of glass laminating equipment
- workflow relating to the operation of glass laminating equipment
- characteristics of materials used and uses of products produced in the glass laminating process
- workplace procedures for the reporting of material, product or equipment faults
- workplace safety system requirements related to the operation of glass laminating equipment

Skills

The ability to:

- collect, organise and understand information related to work orders, basic plans, and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with work supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage.
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate work requirements, optimise glass sizes for handling and processing and assemble required materials
- use pre-checking and inspection techniques to plan work, avoiding reworking and wastage
- use the workplace technology related to the operation of glass laminating equipment

(4) Resource Implications

- Glass laminating equipment, workplace-operating procedures, unprocessed materials, personal protective equipment and an appropriate work area.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant glass laminating equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR1353A: Estimate and cost job

Competency Descriptor:

This unit deals with the skills and knowledge required to estimate materials, labour and time requirements and establish costs for provision of services or products.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather information	1.1 Details of customer requirements are obtained through discussion with customer or from information supplied. 1.2 Details of products and/or services to be provided are developed. 1.3 Details are recorded in accordance with enterprise practice.
2. Estimate materials, time and labour	2.1 Types and quantities of materials required for product manufacture are estimated. 2.2 Labour requirements to achieve product manufacture and perform required services are estimated. 2.3 Time requirements to manufacture and/or install item and perform required services are estimated.
3. Calculate costs	3.1 Total materials, labour and overhead costs are calculated in accordance with organisational procedures. 3.2 Total job cost is calculated, including overheads and mark-up percentages and statutory deductions. 3.3 Final cost to customer is calculated.
4. Document details and verify where necessary	4.1 Details of costs and charges are documented in accordance with organisational practice. 4.2 Costs, calculations or other details are verified in accordance with organisational practice. 4.3 Customer quotation is prepared. 4.4 Details are documented for future reference in accordance with organisational practice.

EVIDENCE GUIDE

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is to be carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, and organisation insurance requirements.

The estimation and job costing covered here is to be that undertaken by a craft-person in relation to a furniture product for a single client or customer.

The client or customer may be external or internal.

The following variables may be present for this particular unit.

Estimation and costing is to include:

- overheads
- labour
- materials
- government/taxes

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Work organisation procedures and practices relating to the:

- provision of information
- preparation of quotations

Reporting actions, which may include:

- verbal and written communication in accordance with enterprise policies and procedures

Oral, written or visual communication including:

- completion of standard forms
- interpretation of information and instructions associated with workplace activities
- recording and reporting of work outcomes
- use of calculators and/or computers running appropriate software for estimating and calculating necessary details

Information and procedures

- organisation's work orders and instructions
- industry codes and symbols
- product designs, patterns and prototype.
- building/architectural plans
- relevant statutory quality standards and procedures
- work scheduling documentation
- job procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical aspects of evidence

- interpret specifications and instructions for products and materials to be used
- interpret work orders
- document and communicate work-related information including: customer requirements, products, materials and labour required, costing calculations for products, materials and labour, and special conditions
- use of calculators, computer programs and other aids in the estimation and cost calculation processes
- estimate and cost three varied jobs including:
 - estimate quantities of material required
 - determine the types and amount of labour required to complete the work
 - estimate time required to complete the work
 - estimate overheads associated with the job

(2) Pre-requisite Relationship of units:

Pre-requisites for this unit are:

- Nil

(3) Underpinning knowledge and skills

Knowledge

Knowledge of:

- range of products and services offered by the enterprise
- enterprise or equivalent costing procedures
- components of overheads costs
- components of labour costs
- labour rates and approximate costs of products and materials
- basic mathematical processes

Skills

The ability to:

- collect, organise and understand information related to work orders, costs and government charges
- communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- complete an outline plan of activities including the preparation and layout of the worksite, the obtaining of equipment and materials, and the avoidance of back tracking, work flow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- use mathematical ideas and techniques to correctly complete measurements, estimate material, labour and overhead requirements and accurately cost the product/service
- use checking techniques to anticipate and overcome costing problems
- use workplace technology related to the estimation and validation of job costs.

(4) Resource implications

- access is required to real or appropriately simulated situations involving estimation and costing of products and services
- access is required to specifications and costs of relevant products, equipment and materials and information on labour costs and availability, safety procedures, regulations, quality standards, and enterprise procedures
- access is required to all necessary facilities and associated equipment including calculators, computers and relevant software

(5) Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace-simulated facility with relevant process, equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFPTF1013A: Prepare design requirements for framing

Competency Descriptor:

This unit deals with the skills and knowledge required to apply the elements and principles of design to select the correct framing of artwork to maintain/enhance its historic, sentimental or monetary value.

Competency Field: Picture Framing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify design requirements	1.1	Customer requirements relating to the artwork are determined.
		1.2	Work area is cleaned and prepared to handle artwork in accordance with workplace standards.
		1.3	Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
		1.4	Workplace quality assurance requirements are recognised and adhered to throughout the work.
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety.
		1.6	Artwork is handled in accordance with industry recognised handling methods and workplace procedures.
		1.7	Artwork is assessed for colour qualities to identify: <ul style="list-style-type: none"> • primary, secondary, tertiary, harmonic and contrasting colours by colour wheel • aesthetic/mood evoking nature (warmth, lightness, brightness, etc.)
		1.8	Artwork is assessed against the elements and principles of design and their impact on preservation/restoration and framing selection determined.
2.	Develop frame design	2.1	Customer requirements for framing are identified.
		2.2	Historical, sentimental or monetary value of artwork ascertained through examination, research and/or consultation with customer.

- 2.3 Artwork is assessed to identify any preservation/restoration work required and impact on frame design.
- 2.4 Compatibility of framing materials with the artwork is determined from manufacturers' and industry information.
- 2.5 Principles of colour design applied to select mat and framing materials to complement artwork.
- 2.6 Design package is developed for presentation and discussion with customer.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory requirements, environment legislation, manual handling procedures and relevant regulations and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the recognition and handling of artwork, and in identifying design requirements for framing.

Work may be performed in workplaces, which are involved in the framing of artwork and documents of sufficient value to require the application of framing design.

Framing design addresses the requirement to consider the elements and principles of design to maintain/enhance the aesthetic and historical significance of artwork.

The following variables may be present for this particular unit.

Elements of design include:

- line
- direction
- shape
- size
- texture
- value, and
- colour

Principles of design include:

- repetition
- alteration
- harmony
- graduation
- contrast (or opposition or conflict)
- dominance
- unity and balance

Artwork may include, but is not limited to:

- original works of art
- original prints
- reproductions
- needlework
- textiles
- photographs
- certificates, and
- memorabilia (including 3D objects)

Mounting methods may include:

- hinging
- supports
- lacing
- stretching, and
- direct mounting

OH&S requirements may include:

- safe working practices
- use of tools and equipment
- safe handling
- storage of materials in accordance with enterprise procedures

Personal protective equipment to include:

- gloves
- safety glasses
- safety footwear
- aprons or
- overalls

Damage to artwork may be caused by but is not limited to:

- light
- temperature
- humidity
- physical damage
- insects
- pollution

Frame constructions may include but are not limited to:

- timber
- metal/alloys extrusion
- composite construction and other framing material such as paper/cardboard/fabric mat board
- backing materials
- acrylic
- glass

Tools and equipment are to include:

- material samples
- measuring tools
- layout table

Information and procedures:

- customer requirements
- industry preservation standards and requirements, including legal implications
- work instructions, including job sheets, plans, drawings and designs
- literature relating to the history and preservation of artwork
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Recognise the basic categories of art and the medium used in their production.

Recognise frames and the medium used in their production.

Identify the elements and principles of design and apply them to artwork, designing an appropriate framing package.

Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment, safety and environmental protection equipment.

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self and others
- prevent damage to goods, equipment and products
- maintain required production output and product quality

As a minimum, prepare the design requirements for the framing of five items of artwork of various media and era.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- major categories of art media
- liabilities and obligations relating to framing artwork
- framing materials and techniques
- elements and principles of design
- principles and the qualities/influence of colour
- materials used in artworks
- chemical reactions between artworks and framing materials
- restoration/preservation techniques for artwork and frames
- operation requirements of equipment and work systems in work area
- understand the effect of this process on the artwork

Skills

The ability to:

- collect, organise and understand information related to the history and techniques of art and framing artwork, restoration/preservation techniques and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with work supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate quantities and estimate material requirements
- use pre-checking and inspection techniques to anticipate cutting problems, avoid reworking and avoid wastage
- use the workplace technology related to the design requirements for framing artwork and the restoration/preservation of objects

(4) Resource Implications

Historical information, manufacturers' information, colour wheel, workplace procedures, work area and artwork requiring framing design.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency, which form a part of the job role.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant artwork requiring framing, equipment, simulated work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFPM1103A: Establish and monitor production inventory requirements

Competency Descriptor:

This unit deals with the skills and knowledge required to determine, specify and document the production materials and consumables required for the production of mass-produced and customised fittings, equipment and assemblies. This unit does not cover the management of the inventory.

Competency Field: Production Operation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify materials requirements	1.1	Drawings and specifications for materials are read and interpreted.
		1.2	Sources of product supply are identified.
		1.3	Normal quantity of supply and matching storage facilities and equipment are identified.
		1.4	Material safety data sheets or other supplier safety information are read and any relevant engineering controls or personal protection equipment identified. Any additional resources required for safe workplace handling and storage of the materials are documented and reported.
		1.5	Procedures to deal with fire or explosion risk, spills or injury are identified and recorded.
2.	Monitor consumables and production materials	2.1	Consumables and production materials are checked for conformity to design specification and capacity to meet the requirements of the end product.
		2.2	Any non-conformity in materials is noted and possible causes investigated and documented, including any variations, which may need to be made to the production process or materials used.
		2.3	Materials and consumables are compared with competitive products; market information and recommendations are made on preferred options.
		2.4	Preparation procedures for consumables and production materials are identified and checked for required additives, consumables and other materials or equipment requirement.

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| | 2.5 | Materials ordering, storage, safe movement and waste disposal needs are identified. |
| 3. | Document materials estimates | 3.1 All procedures for the estimates process are checked for conformity with workplace procedures. |
| | 3.2 | Cost reports (including time, maintenance) are prepared. |
| | 3.3 | Estimates are authorised by appropriate personnel for implementation. |
| | 3.4 | Recommendations for variations to materials specifications are made to appropriate personnel. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving skills.

This unit covers the work involved in identifying and documenting appropriate amounts of materials and consumables to support production.

Decisions are made within the context of application of process and materials knowledge to developing the estimates and extensive knowledge of the required production output and product quality standards.

The function is undertaken in accordance with established enterprise procedures, and practices may include requirements recommended by manufacturers.

The following variables may be present for this particular unit.

OH&S requirements may include:

- statutory requirements
- building codes requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Workplace environment:

- work may involve individual and team related activities and will normally relate to the standard forms of activity performed in the enterprise and industry
- work is performed with minimal supervision or direction

Customers or suppliers may be:

- internal
- external

Machines/equipment may include:

- any machine typically used in the furnishing industry
- microprocessor or computer-controlled machines
- both production and facility equipment used in the enterprise

Information and procedures:

- work procedures/instructions
- manufacturers' specifications and instructions
- production process supply support information and specifications
- commercial supply system indices, catalogues and bulletins
- supplier evaluation histories
- budgetary/fiscal constraints
- statutory regulations and industry codes and practices relevant to the product
- quality standards and procedures

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- locate, interpret and apply relevant information
- apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment
- identify process requirements in terms of materials and specialist equipment
- identify appropriate materials and consumables to match production and product quality standards
- identify commercially viable sources of materials and consumables
- calculate materials and other resource requirements and costs
- cost and document requirements
- identify the impact of decisions in terms of commercial, environmental and safety risks

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- company business policies and plans, including procedures for company products, market, work systems and equipment
- authorised production processes and plans and related materials and consumables
- materials and process characteristics and special requirements
- commercial supply systems, including standard documentation support processes
- cost-benefit analysis or equivalent techniques

Skills

The ability to:

- research, collect, organise and understand information related to the production inventory, including the relevant technical, regulatory, environmental and safety requirements
- communicate ideas and information to enable clarification of the inventory requirements and availability and the reporting of outcomes and proposals
- plan and organise activities to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly calculate inventory requirements, taking into account lead times, reorder triggers, impacts of turnover and supply margins
- create and apply systematic problem solving techniques to anticipate interruptions to supply and to avoid surplus holdings and wastage
- use the workplace technology, including calculators and measuring devices and computing/computer-aided system

(4) Resource Implications

Access to production plans, materials and consumables specifications, commercial supply system indices, directories and catalogues, financial resources and delegations, and appropriate software.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFPM1313A: Construct prototypes and samples

Competency Descriptor:

This unit deals with the skills and knowledge required to construct prototypes and samples in accordance with established plans, drawings or specifications.

Competency Field: Production Operation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish the work requirements	1.1	Purpose of the prototype or sample is identified from plans and drawings.
		1.2	Materials specifications for the item are identified from workplace documentation.
		1.3	Ergonomic requirements are identified, clarified and satisfied throughout the work process.
		1.4	Construction requirements and methods are identified appropriate for the materials used.
2.	Plan prototype or sample construction	2.1	Work plan for the item construction is drafted.
		2.2	Occupational Health & Safety (OH&S) requirements, including personal protection needs, are observed throughout the work.
		2.3	Compatibility of materials in specifications is checked and any discrepancies reported.
		2.4	Steps or stages in construction are identified, noting checkpoints for measurements and tests.
		2.5	Suitable work area is located and cleared ready for work.
3.	Obtain materials and equipment	3.1	Materials are selected according to specifications and assembled ready for use.
		3.2	Compatibility of materials with specifications is checked and any discrepancies reported.
		3.3	Equipment and accessories suitable for working the specified material are assembled.
		3.4	Appropriate jigs and other construction aids are identified and where required adjusted to suit the work.

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| 4. | Construct the prototype or sample | 4.1 | Work plan is followed to construct the item. |
| | | 4.2 | Checks are conducted at the identified points. |
| | | 4.3 | Modifications to designs and plans are identified and recommended within workplace procedures. |
| | | 4.4 | Modifications to the plan are documented and followed. |
| | | 4.5 | Prototype or sample is checked for fitness for purpose. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate analytical and organisational ability, discretion, judgement and problem solving skills

This unit covers the work involved in constructing prototypes and samples of products from plans and drawings.

Prototypes and samples may be produced by hand, by using appropriate machines, tools and equipment or by computer-assisted production and will reflect the finished products produced by the company.

The unit requires the use of hand and power tools, basic static and specialised machines, and the application of joinery, construction and finishing techniques.

The following variables may be present for this particular unit.

OH&S requirements include:

- statutory requirements
- building codes requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Machines/equipment may include:

- any machine typically used in the furnishing sector concerned
- microprocessor or computer-controlled machines
- both production and facility equipment used in the company

Workplace environment:

- the construction of prototypes and samples is undertaken in accordance with established enterprise procedures and practices
- work is generally performed with little external assistance and with minimal supervision or direction
- customers may be internal or external

Materials to be used to construct prototypes and samples will represent those normally used by the enterprise in its production processes. They may include but are not limited to:

- timber
- metal alloys
- glass
- fabrics and textiles
- plastics
- leather
- adhesives
- fillers, and
- finishes as appropriate

Information and procedures:

- work procedures/instructions
- designer's/drawer's specifications and instructions
- organisation work specifications and requirements
- regulations industry codes and practices relevant to the prototype/sample construction
- quality standards and procedures

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Interpret work order, plans and specifications and locate and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Follow work instructions, operating procedures and inspection practices to:

- prevent damage to goods, equipment or products
- maintain required production output and product quality
- minimise the risk of injury to self or others

Construct a minimum of two different prototypes/samples and:

- identify compatibility/incompatibility of materials, adhesives, fittings, fasteners, for the application
- select and apply appropriate joinery, construction and finishing techniques

Critical Aspects of Evidence (Cont'd)

- select and use appropriate materials, equipment and processes for the item being constructed
- demonstrate how the design of the prototype components will influence the working lifetime of the item ensure that the prototype satisfies the original or varied specification

Modify activities to cater for variations in workplace contexts and environment.
Work effectively with others.

(2) Pre-requisite Relationship of Units

- use of the furnishing sector hand and power tools, machinery and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- characteristics of the materials used in relation to the use of the end item
- design features and requirements for the prototype or sample
- operation of tools and equipment used and the application of the finished product
- identification of equipment, processes and procedures

Skills

The ability to:

- collect, organise and understand information related to the construction requirement, including the relevant technical, regulatory, environmental and safety requirements
- communicate ideas and information to enable clarification of the construction requirements, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and dimensions, create accurate and scaled drawings, and estimate material requirements
- create and apply systematic problem solving techniques to anticipate construction problems, avoid reworking and avoid wastage
- use the workplace technology related to the construction, including machinery, tools and equipment, calculators and measuring devices and computing/computer-aided systems

(4) Resource Implications

- materials
- work order
- specifications
- plans
- tools and equipment
- consumables

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a simulated workplace facility with relevant process equipment, simulated work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1583A: Measure up and calculate fabric quantities for window coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to measure up and calculate fabric and tracking quantities for window coverings during a site visit.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for calculations	1.1	Measuring and calculating equipment are collected.
		1.2	Mathematical processes and guide charts required are identified.
		1.3	Drape requirements, fabric types and lining/interlining requirements are noted from work order.
2.	Measure windows and calculate drape fabric requirements	2.1	Fabric repeats are noted from samples of customer selected fabrics and recorded.
		2.2	Fabric width and pattern repeat are noted for work order.
		2.3	Finished length of window covering is identified for order.
		2.4	Heading type is identified for order and fullness ratio is identified.
		2.5	Loose or attached lining preference is noted on work order.
		2.6	Finished width of tracking and window covering is measured and noted.
		2.7	Number of fabric drops per curtain is calculated.
		2.8	Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats.
		2.9	Allowances for seams, hems, headings, drape fullness or heading type are noted for the work order.

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| 3. | Calculate lining and interlining quantities | 3.1 | Width of lining and interlining fabrics is noted. |
| | | 3.2 | Number of lining/interlining widths or quantity of continuous lining is calculated based on required number of drape drops or continuous fabric. |
| | | 3.3 | Length of lining/interlining drops is calculated, including hem allowances. |
| | | 3.4 | Amount of lining/interlining fabric is calculated and noted for work order. |
| | | 3.5 | Procedures for minimising waste fabric are identified. |
| 4. | Complete documentation | 4.1 | Quotation is prepared for client according to workplace procedures. |
| | | 4.2 | Documentation is forwarded to appropriate work area. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the measurement and calculation of fabric quantities.

This unit covers work involved in the measuring up and calculations for fabric and lining quantities for all soft furnishings.

The information is for subsequent use in job specifications and quotes/tenders.

The following variables may be present for this particular unit.

Window coverings to include:

- curtains
- Austrian, Roman, festoon and other blinds
- swags and tails, and
- jabots

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators, and
- computers

The number of fabric drops per curtain is based on:

- useable drapery fabric width
- fullness requirements for heading type
- size of returns and overlaps
- track width identified for customer order

Information and procedures:

- manufacturers' specifications and operational procedures
- workplace procedures relating to measuring for soft furnishings
- preparation of client quotation, including drawings, plans and designs
- workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- gloves
- footwear
- protective clothing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Identify materials to be used and any special handling requirements for those materials.

Apply safe handling practices for equipment, products and materials.

Measure up and accurately calculate fabric quantities for at least three different window-covering types.

Prepare quotation and/or work order and locate and apply relevant information.

Identify materials to be used and any special requirements.

Follow work instructions to minimise the risk of injury to self or others:

- work effectively with others
- modify activities to cater for variations in workplace contexts and environment

Report process or materials faults, damaged products or equipment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- design features of the fabrics and finished curtains in relation to attractive draping requirements
- fabric types, common faults and inspection procedures
- work requirements, including workplace standards

Skills

The ability to

- collect, organise and understand information related to work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate measuring and calculation variables
- use workplace technology related to measuring and calculating

(4) Resource Implications

- client quotations
- work orders
- measuring equipment
- fabrics, including linings and interlinings
- calculator, other relevant equipment

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1613A: Advise customers on interior decoration

Competency Descriptor:

This unit deals with the skills and knowledge required to advise customers on colour co-ordination, fabric selection and styles in relation to soft furnishings.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify work requirements	1.1	Job requirements are identified from customer's initial instructions or enquiries and work instructions.
		1.2	Potential site problems or site-specific requirements are identified.
		1.3	Work sequence is planned, including quality checkpoints.
2.	Prepare for work	2.1	A range of materials and products are selected to match customer requirements, suitability for the purpose and work instructions.
		2.2	Sample materials, products and visual aids are collected.
		2.3	An appointment is arranged with the customer and an appropriate time plan is agreed.
3.	Confirm customer requirements	3.1	Questioning and active listening techniques are used to clarify customer needs.
		3.2	Customer requirements are identified professionally, courteously, with tact and without presumptions.
		3.3	Customer requirements are fed back accurately in language that can be understood by the customer and enterprise staff.
		3.4	Customer requirements are documented in accordance with relevant industry, legal and/or enterprise standards and procedures.
4.	Provide advice on interior decoration options	4.1	Viable options for colour, fabric and design that are relevant to the customer's requirements are generated.
		4.2	Relevant suppliers are contacted to research alternative options, if required.

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| | 4.3 | Options for colour, fabric and design are explained to and discussed with the customer to facilitate customer understanding. |
| | 4.4 | Fabric or product samples and/or visual aids are made available to the customer, where appropriate, to facilitate customer understanding. |
| | 4.5 | Benefits and approximate costs of each option are explained to the customer to facilitate informed decision-making. |
| 5. | Agree selection with customer | 5.1 Customer's preferred option, including agreed delivery timeframe, is determined. |
| | 5.2 | Customer commitment to agreed option is gained, in accordance with workplace requirements. |
| | 5.3 | Documentation is completed following workplace procedures, including any required specification sheets for products selected (colour, fabric, style, track type, etc.) and drawings. |
| | 5.4 | Assistance with any paperwork requiring completion by customer is provided where appropriate. |
| 6. | Finalise process | 6.1 Sample products are returned to storage as required. |
| | 6.2 | Contact is maintained with customer throughout manufacture and installation process, if required. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in determining customer and site requirements. This may be demonstrated either individually or in a team environment.

This unit covers work involving providing advice to customers on colour co-ordination, fabric selection and styles in relation to soft furnishings.

The following variables may be present for this particular unit.

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators
- computers

Materials may include:

- product and fabric samples, and
- visual aids (photographs, magazines, trade brochures, sketches, etc.)

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- workplace procedures relating to customer service
- product manufacturers' specifications and operational procedures
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Identify products and materials used in interior decoration and any special handling requirements for those materials.

Interpret work order and locate and apply relevant information.

Interpret plans and work instructions.

Advise customers on at least three occasions involving both fabric and colour selections.
Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- interpretation of plans and work sheets
- colour coordination and matching
- fabric types and applications
- current trends in soft furnishing styles

Skills

The ability to:

- collect, organise and understand information related to work orders, and current trends and styles in interior decoration
- communicate ideas and information to enable confirmation of requirements and specifications, co-ordination of ideas with customers, and the gaining of the customer's confidence
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, advisory services
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- apply analytical techniques to many customers' requirements with preferred options
- use workplace technology related to locating and analysing options for the client

(4) Resource Implications

- sample fabrics and products
- visual aids
- tools and equipment

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1643A: Provide technical advice to customers

Competency Descriptor:

This unit deals with the skills and knowledge required to provide advice to customers on a range of technical issues that impact on soft furnishings.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify customer requirements	1.1	Questioning techniques are applied to determine the nature of the customer's requirements.
		1.2	Potential site problems or site-specific requirements are identified.
2.	Access and interpret information	2.1	All available information relating to the customer's specific requirements is gathered, recorded and confirmed with the customer.
		2.2	Information on options that potentially meet the customer's requirements is accessed and interpreted.
3.	Provide advice to customer	3.1	Viable options relating to products, techniques or solutions that are relevant to the customer's requirements are generated.
		3.2	Information on available options relating to products, techniques or solutions is provided to the customer.
		3.3	Features, benefits, limitations and safety implications relating to available options are explained to the customer.
		3.4	The customer is advised to seek specialist advice where warranted.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in determining customer and site requirements. This may be demonstrated either individually or in a team environment.

This unit covers work involving providing advice to customers in relation to technical issues that impact of soft furnishings.

The following variables may be present for this particular unit.

Technical advise to include:

- wall structures
- interior design
- motorisation
- energy conservation, and
- architectural drawing

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators
- computers

Materials may include:

- product and fabric samples
- visual aids (photographs, magazines, trade brochures, sketches, etc.)
- technical drawings

Information and procedures:

- workplace procedures relating to customer service
- product manufacturers' specifications and operational procedures
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- gloves
- footwear
- protective clothing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Interpret work order and locate and apply relevant information.

Interpret plans, drawings and work instructions.

Select and use tools and equipment appropriate to the task.

Provide advice to customers on three occasions with each involving a different central subject.

Critical Aspects of Evidence (Cont'd)

Follow work instructions and operating procedures to:

- gather and interpret information on customer requirements and needs
- complete required workplace documentation
- minimise the risk of injury to self or others

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

Identify safe handling practices for equipment, products and materials.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- interpretation of plans, drawings and work sheets
- interior design principles
- types of motorisation
- energy conservation methods
- types of wall and ceiling construction
- identification of equipment, processes and procedures

Skills

The ability to:

- collect, organise and understand information related to work orders, and current trends and styles in interior decoration
- communicate ideas and information to enable confirmation of requirements and specifications, co-ordination of ideas with customers, and the gaining of the customer's confidence
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, advisory services
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- apply analytical techniques to many customers' requirements with preferred options
- use workplace technology related to locating and analysing options for the client

(4) Resource Implications

- sample products
- visual aids
- tools and equipment

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFGGL1833A: Apply patterns and designs to glass

Competency Descriptor:

This unit deals with the skills and knowledge required to apply patterns and/or designs to glass surfaces.

Competency Field: Glass and Glazing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify work requirements	<p>1.1 Work instructions are used to identify:</p> <ul style="list-style-type: none"> • material to be used for application of design or pattern • pattern or plan to be followed • process required to complete work tasks • items to which pattern or design is to be applied • holding area for completed items • the material curing time (if required) for the type of material used and type of glass <p>1.2 Workplace health and safety requirements for application of patterns and designs to glass surfaces, including personal protection needs, are observed throughout the work.</p> <p>1.3 Tools and equipment suitable to the work method are identified.</p> <p>1.4 The process for applying patterns and designs to glass surfaces is identified.</p>
2. Prepare for work	<p>2.1 Work sequence is planned in a logical order to suit the job.</p> <p>2.2 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.</p> <p>2.3 Pattern or design template (if required) is produced from plan or design or drafted from existing design or pattern.</p> <p>2.4 Procedures are identified for checking:</p> <ul style="list-style-type: none"> • quality of materials and items produced • quality requirements for each stage of the application process

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|----|--|-----|---|
| 3. | Apply pattern or design to glass surface | 3.1 | Pattern or design template is applied or glass surface is masked as necessary with appropriate materials. |
| | | 3.2 | Pattern or design is applied to glass surface in accordance with workplace procedures or industry practice. |
| | | 3.3 | Problems occurring during operation are identified and reported to appropriate persons in accordance with workplace procedures. |
| | | 3.4 | Any authorised changes in working procedures are followed. |
| 4. | Complete work | 4.1 | Product is inspected for quality of work and repaired or discarded as required in accordance with workplace procedures. |
| | | 4.2 | Waste and scrap material is removed for disposal or recycling as required. |
| | | 4.3 | Work area is cleaned and rubbish disposed of as appropriate. |
| | | 4.4 | Workplace documentation is completed as required. |
| | | 4.5 | Tools and equipment are cleaned and stored following workplace procedures. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory requirements, environment legislation, manual handling procedures and relevant regulations and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the application of designs and/or patterns to glass surfaces.

Work is generally performed individually, with general supervision and may be part of a production process.

Work may be performed in workplaces, which are involved in the manufacture of decorative glass products.

The following variables may be present for this particular unit.

OH&S requirements may include:

- legislation
- standards
- building codes
- material safety management systems, and
- local safe operating procedure

Patterns or designs may be applied to glass surfaces by:

- chemical etching
- sandblasting, or
- screen printing

Tools and equipment are to include:

- sandblasting equipment
- masking materials
- templates
- etching chemicals
- screen printing equipment

Materials are to include but are not limited to:

- annealed
- laminated
- toughened glass
- mirrors

Information and procedures :

- equipment manufacturers' specifications and operational procedures
- safety standards include: personal protective equipment, OH&S regulations and enterprise requirements
- materials safety data sheets
- workplace procedures relating to the application of patterns or designs to glass
- work instructions, including job sheets, plans, drawings and designs

Personal protective equipment is to include:

- gauntlets
- gloves
- safety glasses
- hard hats
- safety footwear
- aprons
- overalls

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- Interpret work order/job instruction and locate and apply relevant information to apply patterns and/or designs to glass surfaces.
- Prepare to apply patterns and designs to glass surfaces.
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to glass, equipment and products
 - maintain required production output and product quality

Critical Aspects of Evidence (Cont'd)

- To complete a minimum of:
 - draw and cut freehand designs
 - set up, process, upload and cut designs from computerised software programs
 - clear and white chemical etching on glass
 - stage sandblasting on glass
 - stage screen printing on glass
- Work effectively with others.
- Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit are:

- LMFCOR0011A Follow safe working policies and practices
- LMFGGL1652A Use glass and glazing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the qualities and characteristics of glass and materials, including the hazards and handling requirements
- procedures, techniques and means of applying patterns and designs to glass surfaces
- workplace safety system requirements related to the application of patterns and designs to glass surfaces
- workflow in relation to other stages of the work process

Skills

The ability to

- collect, organise and understand information related to work orders, basic plans, and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with work supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate work requirements and assemble required materials
- use pre-checking and inspection techniques to plan work, avoiding reworking and wastage.
- use the limited workplace technology related to the application of designs and/or patterns to glass surfaces

(4) Resource Implications

Template materials/patterns, masking materials, application equipment, workplace operating procedures, unprocessed glass, personal protective equipment and an appropriate work area.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant pattern/design process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BCGDEC0023A: Prepare and apply decorative finishes**

Competency Descriptor:

This unit deals with skills and knowledge required to prepare and apply decorative finishes, and applies to individuals engage in surface coating application.

Competency Field:

General Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

- | | | | |
|----|---|-----|---|
| 1. | Prepare materials for decorative finishes | 1.1 | Information used to inform the preparation of materials is accurately interpreted |
| | | 1.2 | Materials selected conform to job specifications for the finishing system/materials and colour schemes |
| | | 1.3 | Tools and equipment selected for preparing decorative finishes are appropriate |
| | | 1.4 | Appropriate actions are implemented to ensure that all materials available at the worksite in adequate quantity |
| | | 1.5 | The preparation (shaking and mixing, thinning, straining, matching) of materials is carried out in accordance with the manufacturer's' recommendations/job instructions |
| | | 1.6 | The prepared finishing materials meet specifications for colour and viscosity |
| | | 1.7 | The required quantity of surface coating materials is prepared without waste |
| 2. | Plan and prepare work | 2.1 | Quality Assurance requirements of company's painting and decorating operations recognised and adhered to. |
| | | 2.2 | Occupational Health & Safety (OH&S) requirements for workplace environment, and preparation and application processes for decorative painted finish, identified and adhered to. |
| | | 2.3 | Materials checked for conformity against specifications and finishes schedule. |
| | | 2.4 | Tools and equipment selected consistent with job rectified/or requirements, checked for serviceability and faults reported to the appropriate person. |



- | | | |
|-----|--------------------------------------|--|
| | 2.5 | Safety hazards identified and correct procedures used to reduce risk to self and others. |
| | 2.6 | Surfaces prepared in accordance with substrate requirements and specified decorative finish. |
| 3. | Prepare application area | |
| | 3.1 | Area set up for application processes to suit area or units to be painted. |
| | 3.2 | Adequate ventilation ensured for application area. |
| | 3.3 | Measures taken to ensure dust free area and adequate lightening. |
| 4. | Apply mirror paint finish | |
| | 43.1 | Paint viscosity adjusted to suit climatic conditions and method of application, where necessary. |
| | 4.2 | Prime and filled where necessary and intermediate coats applied to specification, allowed to dry thoroughly and then water sanded to a smooth even finish. |
| | 4.3 | Final coat applied without imperfections, flowing out to an even, smooth finish. |
| 54. | Apply broken colour effects | |
| | 5.1 | Ground coat to specified colour and consistency applied evenly to prepared surface. |
| | 5.2 | Apply scumble glaze to prepared ground and produce desired broken colour effect to match sample. |
| | 5.3 | Clear coating, where required, applied to achieve an even finish to specified sheen/gloss level. |
| 6. | Produce imitation marble effects | |
| | 6.1 | Ground coat to specified colour and consistency applied evenly to prepared surface. |
| | 6.2 | Marbling medium mixed to designed proportions and colour and correctly applied to produce veins and markings as per sample. |
| | 6.3 | Clear coating applied to achieve an even finish to specified sheen level. |
| 7. | Produce imitation wood grain effects | |
| | 7.1 | Ground coat to specified colour and consistency applied evenly to prepared surface. |
| | 7.2 | Wood graining medium mixed to designed proportions and colour and correctly applied to produce grain markings as per |



- sample.
- 7.3 Specific highlights added to match sample (if applicable).
- 7.4 Clear coating applied to achieve an even finish to specified sheen level.
8. Produce gilded finish
- 8.1 Whiting applied evenly to background.
- 8.2 Correctly mixed gold size applied evenly and without misses and allowed to dry to "whistle tack" stage.
- 8.3 Gold leaf transfer applied to background and wiped to produce a clean finish.
- 8.4 Clear coating applied to protect gilding.
9. Apply colour fleck finishes
- 9.1 Specified primer or base coat evenly sprayed onto a prepared surface.
- 9.2 Colour fleck coating applied with spray gun as per manufacturer's specification.
- 9.3 Glaze coat applied evenly to provide a uniform pattern and sheen level to specification.
10. Apply stencils
- 10.1 Suitable stencil design selected and laid out onto recommended material.
- 10.2 Specified transfer method used and design cut accurately and repeated for multiple colours using a "register" mark.
- 10.3 Initial stencil placed and taped to designed location and paint applied to produce first colour to specification.
- 10.4 Subsequent stencils located accurately to pattern with each separate colour applied to specification to produce designed finish.
11. Clean-up and store equipment
- 11.1 Spray equipment dismantled, cleaned and maintained where applicable.
- 11.2 Area cleaned and waste disposed of safely.
- 11.3 Unused materials sealed and stored.
- 11.4 Tools and equipment cleaned, maintained and stored.



RANGE STATEMENT

This unit applies to the application of decorative painted finishes including mirror finishing, broken colour effects, imitation marbling, imitation wood graining, gilding, colour fleck and stencilling.

Quality Assurance requirements may include:

- quality of material
- preparation of surfaces
- application techniques
- cleanliness of application areas
- handling techniques

OH&S requirements may include but are not limited to:

- protective clothing
- protective equipment
- hazardous materials
- workplace conditions and isolating areas
- use of plant, equipment tools
- emergency procedures

Personal protective equipment may include:

- safety goggles/glasses
- gloves
- boots
- respirators/masks
- caps
- jacket

Tools and equipment may include but are not limited to:

- brushes
- rollers
- spray equipment
- sanders
- scrapers
- vacuum cleaner
- compressor
- trestles, planks, stepladders, mobile scaffolding
- imitation marble/wood graining – softeners, floggers, over-grainers, mottlers, fitches, brush-grainer, cutters, rubber combs, heart grain simulator, check roller, steel combs, veining horn, chamois, stippling brushes, pencils, crayons, feathers
- broken colour effects – rags, chamois, hessian, paper, special rollers, sponges
- stencilling – drawing/tracing materials, cutting knives/scalpels, cutting board, stencil material, stencil brushes and rollers
- gilding – Gilders cushion, mop, knife, tip, cotton wool



Paint products may include:

- acrylic/latex grounds
- alkyd/oil grounds
- acrylic/latex scumble medium and associated products
- alkyd/natural oil scumble medium and associated products
- polyurethane, acrylic-latex, and natural oil glazes
- acrylic-latex and oil based washes
- solvent-borne (alkyd, urethane, urethane/alkyd, urethane oil or modified alkyd resins), latex (pva, pva/acrylic, acrylic and styrene acrylic)
- artist oils and water colours
- spraying enamels and acrylic lacquers

All work must be carried out in accordance with OH&S regulations.

Reporting of faults to be in accordance with organisation's worksite procedures and may be verbal or written

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective application of the appropriate processes to produce mirror paint finishes plus any three of the other decorative finishes listed within the "elements".

Painted finishes are to be free of defects and comply with manufacturer's and job/architect specifications.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- select and use appropriate processes, tools and equipment
- apply organisational quality procedures and process within context of applying paint finishes
- prepare surfaces in accordance with substrate requirements, job/architect's and manufacturer's specifications
- ensure adequate ventilation and lighting
- protect adjoining surfaces by drop sheets, masking or removal of objects
- materials disposed of in accordance with manufacturer's recommendations
- identify typical faults and problems that occur and necessary action taken to rectify
- finish surfaces to specification
- interactively communicate, where applicable, to ensure safe and efficient work operations

**(2) Pre-requisite Relationship of Units**

Pre-requisite for this unit are:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- specifications
- decorative painted finishes technology
- applying paint with brushes and rollers
- applying paint by spray
- compatibility of surface coatings to substrates
- preparation of surfaces for the application of mirror finish, broken colour effects, imitation marbling, imitation wood graining, gilding, colour fleck and stencilling
- mirror finish materials and application methods – spray, brush, brush/roller, flood coating
- broken colour effect materials and application techniques – rag rolling, bagging, flouncing, sponging, dragging, stippling, blending and highlighting
- colour fleck materials and application techniques
- imitation marble materials and application techniques
- imitation wood grain materials and application techniques
- gilding materials and application techniques
- stencilling materials and application techniques
- hazardous materials
- plant, tools and equipment
- stone effect

Skills

The ability to:

- work safely effectively and efficiently
- organise and plan work
- interpret specifications
- identify and select materials appropriate to the job
- use tools equipment and materials
- prepare materials
- check finished work
- communicate effectively
- clean an area and dispose of waste safely
- store materials/components
- respond to emergency situations
- calculate material quantities
- apply mirror finish paint work
- produce a variety of broken colour effects
- produce a variety of imitation marble effects
- produce a variety of imitation wood grain effects
- produce a gilded finish to a variety of architectural features
- apply a multicoloured stencil
- produce a colour fleck finish
- protect surrounding

**(4) Resource Implications**

The following resources should be provided:

- workplace location
- tools and equipment
- appropriate materials applicable to activities

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge

Competency should be assessed under general guidance checking at various stages of the process and at the completion of each activity against performance criteria and specifications

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting

Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages processes • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**LMFIND00073A: Mix and match paint colours**

Competency Descriptor: This units deals with the skills and knowledge required to mix and match paint colours. It applies to individuals engage in painting and decorative work.

Competency Field: Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Prepare materials and equipment	1.1	Quality Assurance requirements of company's painting and decorating operations recognised and adhered to.
		1.2	OH&S requirements for workplace environment and handling and mixing of paint recognised and adhered to.
		1.3	Materials checked for conformity against specifications.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used in accordance with safe working practices.
		1.5	Tools and equipment selected to carry out processes consistent with job requirements and checked for serviceability.
		1.6	Safety hazards identified and correct procedures used to reduce risk to self and others.
2	Match paint colour to specified sample	2.1	Base colour identified from analysis of sample.
		2.2	Paint type, tint base and sheen level of sample established.
		2.3	Colorants suitable for colour match selected.
		2.4	Colour mixed and matched against sample and allowed to dry to establish accuracy of colour match.
		2.5	Full quantity of paint mixed and colour match tested again prior to application.
3	Clean up	3.1	Area cleaned.
		3.2	Waste and unwanted material disposed of safely.
		3.3	Unused materials sealed and stored.
		3.4	Tools and equipment cleaned, maintained and stored.



RANGE OF VARIABLES

This unit applies to the mixing and matching of colour to sample in the area of commercial painting and decorating.

Mixing colour in surface coatings includes

- solvent-borne (alkyd, urethane, urethane/alkyd, urethane oil or modified alkyd resins)
- latex (PVA, PVA/acrylic, acrylic and styrene acrylic)
- roofing paints (latex and solvent-borne)
- some timber stains
- decorative “single-pack” materials

OH&S requirements may include:

- protective clothing and equipment
- handling of hazardous materials
- working environment
- emergency procedures
- operating equipment

Tools and equipment may include:

- stirring implements
- colorant dispenser
- mechanical paint mixer (shaker)

The term sample refers to:

- in-situ previously painted unit or area
- paint manufacturer’s colour card
- fan deck

Personal protective equipment may include:

- safety goggles/glasses
- respirators
- gloves
- overalls
- boots

EVIDENCE GUIDE

Competence is to be demonstrated by the successful eye matching of a colour to a given sample using single-pack proprietary surface coatings and universal colorants.

(1) Critical Aspects of Evidence

It is essential that competence be demonstrated in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures
- select and use appropriate processes, tools and equipment
- apply to organisational quality procedures and process within context of matching specified paint colour
- identify base colour by analysis of sample
- mix paint thoroughly after colorant is added
- add tints gradually to achieve colour match to ensure minimal waste
- record formula for future reference (if applicable)
- check properties of the paint are not affected by addition of colorant (especially drying process)
- observe standards related to colour where applicable

**(2) Pre-requisite Relationship of Units**

Pre-requisite for this unit are:

Nil

(3) Underpinning Knowledge and Skills**Knowledge**

A knowledge of:

- workplace and equipment safety requirements
- specifications
- paint types and uses
- hazards associated with surface coatings
- tools and equipment related to mixing paint
- basic colour theory
- colour harmony and colour schemes
- colour measurement systems
- national standards applicable to the use of colour in painting and decorating,
- colour standards for general purposes
- the use of colour for marking physical hazards and the identification of certain equipment in industry
- identification of the contents of piping
- conduits and ducts
- guide to the specification of colours
- factors that effect the apparent colour of paint including
 - the gloss level and paint type
 - colour and opacity of the paint
 - age and deterioration of painted sample
 - lighting conditions
 - colour of surface covered by paint
 - colour of drapes and other furnishings
- colours used in heritage painting or restoration

Skills

The ability to:

- work safely
- organise work
- interpret specifications
- use tools and equipment
- identify the base paint and colorants required to match a colour
- mix and match by “eye” a range of colours in a range of surface coatings and sheen levels to specification
- estimate quantities of material
- use a colorant dispenser

**(4) Resource Implications**

The following resources should be provided:

- workplace location or simulated workplace location
- tools and equipment appropriate to application tasks
- materials appropriate to tasks
- specifications and samples

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment shall be while tasks are undertaken under limited supervision.



CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none">Carries out established processesMakes judgement of quality using given criteria	<ul style="list-style-type: none">Manage processSelect the criteria for the evaluation process	<ul style="list-style-type: none">Establishes principles and proceduresEvaluates and reshapes processEstablishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFIND0083A: Adjust and install shower screens

Competency Descriptor:

This unit deals with the skills and knowledge required to plan, adjust and install shower screens.

Competency Field: Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare self for work	1.1 Requirements for the form of type of shower screen to be fabricated and installed are identified from work instructions. 1.2 Workplace health and safety requirements, including personal protection needs, are observed. Tools and equipment appropriate to the fixing method are identified and procured.
2. Plan work operation	2.1 Quantities of materials required are calculated from plans or work instructions or by measuring the fixture opening. 2.2 Costs are correctly calculated taking in account all relevant issues 2.3 Glass fixing method and joining devices or materials are identified in line with specifications or type of materials to be used. 2.4 Work sequence is determined in a logical order to suit the job.
3. Adjust and install shower screen	3.1 The pattern or plan for shower screen to be installed is correctly interpreted. 3.2 The process for adjusting and installing shower screens is identified. 3.3 Tools, equipment and materials selected are checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition. 3.4 Requirement for adjustment to shower frame is correctly determined.

- 3.5 Adjusted shower frame depicts accurate measurements and the ability to carryout the adjustment activity safely and correctly.
- 3.6 Shower screen is installed correctly and in accordance with given instructions/plan
- 3.7 Fittings are attached to screen in accordance with workplace procedures or industry practice.
- 3.8 Components of the shower screen are checked against specifications or job order for: size, quantity, finish and profile.
- 3.9 Shower screen is waterproof sealed in accordance with workplace procedures or industry practice.
4. Complete work
 - 4.1 Shower screen is inspected for quality of work and faults identified and appropriate corrective action taken.
 - 4.2 Material, which can be reused is collected and stored.
 - 4.3 Waste and scrap material is removed for disposal or recycling as required.
 - 4.4 Work area is cleaned and rubbish appropriately disposed.
 - 4.5 Tools and equipment are cleaned and stored appropriately.
 - 4.6 Relevant documentation is completed in accordance with workplace requirements.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the adjustment and installation process.

Work is generally performed individually, with general supervision and may be part of a production process.

The following variables may be present for this particular unit.

Shower screens are glass panels and may include:

- framed
- semi-frameless and frameless screens
- sliding screens
- pivot screens and returns

Fittings may include:

- wheels
- hinges
- handles
- pivot blocks
- corner blocks
- fasteners

Tools and equipment may include:

- power saws
- pneumatic
- hydraulic and manual presses
- tooling
- drills
- screwdrivers
- rubber mallets
- general glazing tools
- spirit and laser levels

Information and procedures:

- Workplace procedures relating to the adjustment and installation of shower screens
- Work instructions including job sheets, plans, drawings and designs.
- Safety standards include personal protective equipment, OH&S regulations and enterprise requirements.

OH&S requirements may include:

- standard building codes
- material safety management systems
- safe operating procedures

Materials are to include but are not limited to:

- aluminium shower screen extrusions
- laminated, toughened and organic coated glass
- glazing and bump rubbers
- shower screen and sealants

Personal protective equipment is to include:

- gauntlets
- gloves
- safety glasses
- hard hats
- safety footwear
- aprons
- overalls

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Plan the adjustment and installation of shower screens

Interpret work order/job instruction and locate and apply relevant information to adjust/assemble and install shower screens and wardrobe doors.

Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self and others
- prevent damage to glass, equipment and products
- maintain required production output and product quality

To complete a minimum of:

- measure for installation each of sliding
- pivot
- bi-fold
- semi-frameless and frameless shower screens
- work from product specification data sheets
- identify and select product materials
- select glass in accordance with work requirements
- adjust/assemble frame and sash components including cutting, tooling and drilling
- identify, select and install component hardware including weather seals, wheels, hinges, guides and handles
- assemble frames including glass and gaskets
- install shower screens
- calculate the cost of shower screens
- Work effectively with others.
- Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- characteristics of materials used and uses of products produced
- workplace safety system requirements related to the adjustment, assemble and installation of shower screens
- identification of equipment, processes and procedures
- workflow in relation to the fabrication and installation of shower screens

Skills

The ability to:

- collect, organise and understand information related to work orders, basic plans, and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with work supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate work requirements, optimise material sizes for economical cutting and assemble requirements
- use pre-checking and inspection techniques to plan work, avoiding reworking and wastage

(4) Resource Implications

- Shower screen glass, aluminium framing material, fixtures, waterproof sealant, workplace operating procedures, personal protective equipment and an appropriate work area.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFIND0093A: Decorate glass surfaces

Competency Descriptor:

This unit deals with the skills and knowledge required to apply patterns and/or designs to glass surfaces.

Competency Field: Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify work requirements	1.1 Work instructions are correctly interpreted and accurately carried out 1.2 Workplace health and safety requirements for application of patterns and designs to glass surfaces, including personal protection needs, are observed throughout the work. 1.3 Tools and equipment suitable to the work method are identified. 1.4 The process for applying patterns and designs to glass surfaces is identified.
2. Prepare for work	2.1 Work sequence is planned in a logical order to suit the job. 2.2 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition. 2.3 Pattern or design template (if required) is produced from plan or design or drafted from existing design or pattern. 2.4 Work procedures are identified and clarification sought and obtained where required
3. Apply pattern or design to glass surface	3.1 Pattern or design template is applied or glass surface is masked as necessary with appropriate materials. 3.2 Pattern or design is applied to glass surface in accordance with workplace procedures or industry practice. 3.3 Problems occurring during operation are identified and appropriate corrective action taken.

- 3.4 Any authorised changes in working procedures are followed.
4. Complete work
- 4.1 Product is inspected for quality of work and repaired or discarded as required in accordance with workplace procedures.
- 4.2 Waste and scrap material is removed for disposal or recycling as required.
- 4.3 Work area is cleaned and rubbish disposed of as appropriate.
- 4.4 Workplace documentation is completed as required.
- 4.5 Tools and equipment are cleaned and stored following workplace procedures.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the application of designs and/or patterns to glass surfaces.

Work is generally performed individually, with general supervision and may be part of a production process.

Work may be performed in workplaces, which are involved in the manufacture of decorative glass products.

The following variables may be present for this particular unit.

Patterns or designs may be applied to glass surfaces by:

- chemical etching
- screen printing

OH&S requirements may include:

- building codes
- material safety management systems, and
- local safe operating procedure

Tools and equipment are to include:

- masking materials
- templates
- etching chemicals
- screen printing equipment

Personal protective equipment is to include:

- gauntlets
- gloves
- safety glasses
- hard hats
- safety footwear
- aprons
- overalls

Information and work procedures include:

- Equipment manufacturers' specifications and operational procedures.
- Safety standards include: personal protective equipment, OH&S regulations and enterprise requirements.
- Materials safety data sheets.
- Workplace procedures relating to the application of patterns or designs to glass.
- Work instructions, including job sheets, plans, drawings and designs.
- quality of materials and items produced
- quality requirements for each stage of the application process

Materials are to include but are not limited to:

- annealed
- laminated
- toughened glass
- mirrors

Work instructions relate to:

- material to be used for application of design or pattern
- pattern or plan to be followed
- process required to complete work tasks
- items to which pattern or design is to be applied
- holding area for completed items
- the material curing time (if required) for the type of material used and type of glass

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Interpret work order/job instruction and locate and apply relevant information to apply patterns and/or designs to glass surfaces.

Prepare to apply patterns and designs to glass surfaces.

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self and others
- prevent damage to glass, equipment and products
- maintain required production output and product quality

To complete a minimum of:

- draw and cut freehand designs
- set up, process, upload and cut designs from computerised software programs
- clear and white chemical etching on glass
- stage screen printing on glass

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Nil

(3) Underpinning Knowledge and Skills**Knowledge**

Knowledge of:

- the qualities and characteristics of glass and materials, including the hazards and handling requirements
- procedures, techniques and means of applying patterns and designs to glass surfaces
- workplace safety system requirements related to the application of patterns and designs to glass surfaces
- workflow in relation to other stages of the work process

Skills

The ability to

- collect, organise and understand information related to work orders, basic plans, and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with work supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate work requirements and assemble required materials
- use pre-checking and inspection techniques to plan work, avoiding reworking and wastage
- use the limited workplace technology related to the application of designs and/or patterns to glass surfaces

(4) Resource Implications

Template materials/patterns, masking materials, application equipment, workplace operating procedures, unprocessed glass, personal protective equipment and an appropriate work area.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant pattern/design process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFIND0113A: Monitor conformance to design specification

Competency Descriptor:

This unit deals with skills and knowledge required to interpret interior design specification, monitor design realisation and take corrective measures where necessary. It relates to those working in the interior design and decoration sector.

Competency Field: Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Design guidelines for interior decoration project identified and agreed.
		1.2	Specifications are checked for completeness and accuracy
		1.3	Prompt corrective action taken where specifications do not meet requirements of client
		1.4	Implications of any actual or potential changes to specification are accurately identified and agreed with client.
		1.5	Monitoring procedures that ensure that work will progress to time scale, within budget and in accordance with the specification, are identified and agreed.
		1.6	Materials checked for conformity against specifications
		1.7	Tools and equipment made available consistent with job requirements
		1.8	Safety hazards identified and correct procedures planned to reduce risk to self and others.
2.	Brief individuals undertaking work	2.1	Roles and functions of individuals involved in work activities are clearly defined.
		2.2	Individuals are briefed on the relevant stage of development of design
		2.3	Arrangements for dealing with contingencies are adequate and are discussed and agreed on
		2.4	Monitoring arrangements for design implementation are clearly understood and agreed with relevant persons

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| 3. | Monitor project implementation | 3.1 | Monitoring procedures minimise the possibility of compromising the integrity of the design |
| | | 3.2 | Observations arising from monitoring activities are communicated to all relevant parties and follow-up actions ensured. |
| | | 3.3 | Monitoring systems and procedures are maintained according to requirements |
| | | 3.4 | Action is taken to minimise any delay in timetable |
| | | 3.5 | Monitoring records are kept in accordance with requirements |
| | | 3.6 | Records of expenditure are complete, accurate and legible. |

RANGE STATEMENT

This unit applies to the application of principles of project management in the context of interior decorating activities.

Quality Assurance requirements may include:

- quality of material
- preparation of surfaces
- application techniques
- cleanliness of application areas
- handling techniques

Monitoring guidelines cover:

- budget
- timescale
- interior design specifications
- quality standards
- arrangements for dealing with contingencies
- PERT chart
- GANTT chart

Space being decorated include:

- newly constructed building
- renovated space
- dwelling space
- office space

Monitoring procedures include:

- the use of specially designed instruments/check sheets
- conducting according to set schedule
- impromptu checks

Personal protective equipment may include:

- safety goggles/glasses
- gloves
- boots
- respirators/masks
- caps
- jacket

Information is communicated:

- orally
- in writing

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective application of the appropriate processes to ensure that interior decorating activities conform to design specifications.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety practices applicable to work operations
- select and use appropriate processes to monitor and control work activities
- apply organisational quality procedures and process within context of project management
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with project team to ensure safe and efficient work operations

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit are:

Nil

(3) Underpinning Knowledge and Skills

Knowledge

A knowledge of:

- workplace safety requirements
- project planning including developing Gantt and PERT charts productivity analysis in the context of:
- budgeting
- timescale
- interior design specifications
- quality standards
- arrangements for dealing with contingencies

Skills

The ability to:

- work safely effectively and efficiently
- organise and plan work
- interpret specifications
- check finished work
- communicate effectively
- respond to emergency situations
- develop GANTT chart
- develop PERT chart
- monitor work activities

(4) Resource Implications

The following resources should be provided:

- workplace location
- appropriate materials/instructions applicable to activities (this unit may be conducted in a simulated work environment or in an actual work setting)

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at the completion of each activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment shall be while tasks are undertaken either individually or as part of a team.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1422A: Calculate fabric quantities for window coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to calculate fabric quantities for window coverings

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Prepare for calculations	1.1	Measuring and calculating equipment are collected.
		1.2	Mathematical processes and guide charts required are identified.
		1.3	Drape requirements, fabric types and lining/interlining requirements are noted from work order.
2.	Calculate drape fabric requirements	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Fabric repeats are measured for customer selected fabrics and recorded.
		2.3	Fabric width is checked taking note of any wider than usual selvages.
		2.4	Finished length of window covering is identified from order.
		2.5	Heading type is identified from order and fullness ratio is identified.
		2.6	Number of fabric drops per curtain is calculated.
		2.7	Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats.
		2.8	Allowances for seams, hems, headings, drape fullness or heading type is noted on the work order.
3.	Calculate lining and interlining quantities	3.1	Width of lining (and, where required, interlining fabrics) is noted.
		3.2	Number of lining/interlining widths is calculated based on required number of drape drops.

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| | 3.3 | Length of lining/interlining drops is calculated, including hem allowances. |
| | 3.4 | Amount of lining/interlining fabric is calculated and marked on work order. |
| | 3.5 | Procedures for minimising waste fabric are identified and used. |
| 4. | Complete documentation | |
| | 4.1 | Work orders for cutting and machining are completed following workplace procedures. |
| | 4.2 | Documentation is forwarded to appropriate work areas and filed as required. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the measurement and calculation of fabric quantities.

Window covering calculations cover work involved in the calculations for fabric and lining quantities for all curtains, Austrians, Romans and festoon blinds.

The following variables may be present for this particular unit.

Calculation of the number of drops is based on:

- useable drapery fabric width
- fullness requirements for heading type
- size of returns and overlaps
- track width identified in customer order

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators
- computers

Materials may include all forms of:

- curtaining and other window covering material

Information and procedures:

- manufacturers' specifications and operational procedures
- workplace procedures relating to measuring and cutting of fabric
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Identify materials used and any special handling requirements for those materials.

Apply safe handling practices for equipment, products and materials.

Interpret work order and locate and apply relevant information.

Measure and accurately calculate fabric quantities to minimise waste and produce consistent quality drapes for at least five different types of window coverings.

Identify materials used and any special marking out requirements.

Follow work instructions, operating procedures and inspection practices to:

- prevent damage to goods, equipment or products
- maintain required production output and product quality
- minimise the risk of injury to self or others

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- fabric types, common faults and inspection procedures
- design features of the fabrics and finished curtains in relation to attractive draping requirements
- work requirements, including workplace standards

Skills

The ability to:

- collect, organise and understand information related to work orders, basic plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow
- use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate calculation problems, avoid reworking and avoid wastage
- use workplace technology related to the task, including calculators and measuring devices

(4) Resource Implications

- work orders, fabrics, including linings and interlinings, calculator and, where available, workplace pleat calculating charts

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1472A: Fit and adjust window treatment hardware

Competency Descriptor:

This deals with the skills and knowledge required to fit and adjust tracking, rods, poles and other curtain hardware.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify products, fittings and attachments to be used	1.1	Type of tracks, rods or poles to be fitted and work order requirements are identified.
		1.2	Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection.
		1.3	The effect of the fitting process on overall finished window is identified.
2.	Plan process for fitting attachments to products	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self.
		2.3	Manufacturers' information on products used is located and used to plan work.
		2.4	Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work.
		2.5	Materials, tools and equipment are assembled and checked for suitability for purpose.
		2.6	Track/pole/rod width and projection is set up to correctly match work order requirements.
3.	Complete fitting operations	3.1	Work plan is followed ensuring compliance with workplace procedures and OH&S requirements.
		3.2	Tracks/rods/poles are installed and tested for correct operation.

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| 4. | Clean work area and prepare products for the next process | 4.1 | Work site and any equipment used is cleaned and stored appropriately. |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed. |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements. |
| | | 4.4 | Fittings, which do not meet quality specifications are repaired on-site or returned to the workroom for repair. |
| | | 4.5 | Appropriate documentation is completed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the set up and operation of machines. This may be demonstrated either individually or in a team environment.

Fitting and adjustment covers work involved in the fitting, customising and adjustment of tracks, decorative rods, poles and conduit for window coverings that are hand-drawn, manually cord-drawn or fixed.

The following variables may be present for this particular unit.

Curtain hardware may include:

- hand-drawn or cord-drawn tracks
- decorative rods
- poles
- cord tensioners
- conduit

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Tools and equipment may include, but are not limited to:

- drills
- hammers
- screwdrivers

Width and projection set up is to provide for:

- stacking space
- overlap
- projection
- return
- number of rings/hooks
- guides/runners
- other fittings

Information and procedures:

- Machine manufacturers' specifications and operational procedures.
- Workplace procedures relating to the setting and operation of machinery.
- Work instructions, including job sheets, plans, drawings and designs.
- Workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Interpret work order and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Follow work instructions, operating procedures and inspection practices to:

- prevent damage to goods, equipment or products
- maintain required production output and product quality
- minimise the risk of injury to self or others

Fit and adjust at least five different types of window tracks, which must include at least one cord-drawn, one decorative pole and one conduit. This must include at least one ceiling fitted and one face fitted.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workflow in relation to fitting, customising and adjusting curtain tracks, poles and other hardware, including bending of tracks
- Identification of equipment, processes and procedures

Skills

The ability to

- collect, organise and understand information related to work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area, avoid wastage and estimate material requirements
- use pre-checking and inspection techniques to anticipate fitting and adjustment problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the fitting and adjusting tasks, including tools, equipment, calculators and measuring devices

(4) Resource Implications

- tracks
- rods
- poles
- conduit
- tools and equipment
- appropriate quality specifications and work instructions

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1482A: Fit and adjust interior blinds

Competency Descriptor:

This unit deals with the skills and knowledge required to fit and adjust interior blinds, including Roman, Austrian, festoon, Holland, Venetian, vertical and pleated.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify products, fittings and attachments to be used	1.1	Type of blind to be fitted and work order requirements are identified.
		1.2	Attachments, required materials and tools are identified from work instructions and (where necessary) site inspection.
		1.3	The effect of the fitting process on overall finished window is identified.
2.	Plan process for fitting blinds	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Appropriate equipment is identified to minimise risks of damage to customer's premises or injuries to self.
		2.3	Manufacturers' information on products used is located and used to plan work.
		2.4	Attachment process is planned to conform to quality requirements, maximise the appearance of the finished work and provide for the most economical use of materials and labour.
		2.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
		2.6	Blind operating mechanism is set up and checked against workplace requirements and work instructions.

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| 3. | Complete fitting operations | 3.1 | Work plan is followed ensuring compliance with workplace procedures and OH&S requirements. |
| | | 3.2 | Blinds are fitted and tested for correct operation. |
| | | 3.3 | Pelmets, cord brackets or pulleys are fitted using appropriate hardware and adjusted to suit blind operation. |
| 4. | Clean work area | 4.1 | Work site and any equipment used are cleaned and stored appropriately. |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed. |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements. |
| | | 4.4 | Fittings and blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair. |
| | | 4.5 | Appropriate documentation is completed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the set up and operation of machines. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

May to be fitted may include but are not limited to: OH&S requirements may include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Roman • Austrian • Festoon • Holland • Venetian • vertical • pleated | <ul style="list-style-type: none"> • relevant statutory requirements • material safety management systems • hazardous and dangerous goods codes • safe operating procedures |
|--|---|

Tools and equipment may include, but are not limited to hand and power tools, including:

- hammers
- screwdrivers
- drills

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Apply safe handling practices for equipment, products and materials.

Interpret work order and locate and apply relevant information.

Fit and adjust at least five different types of interior blinds.

Follow work instructions, operating procedures and inspection practices to:

- prevent damage to goods, equipment or products
- maintain required production output and product quality
- minimise the risk of injury to self or others

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- types, uses, limitations and operating mechanisms of interior blinds
- identification of equipment, processes and procedures
- workflow in relation to fitting blinds

Skills

The ability to:

- collect, organise and understand information related to work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, avoid waste and estimate material requirements
- use pre-checking and inspection techniques to anticipate fitting problems, avoid reworking and avoid wastage
- use workplace technology related to fitting and adjustment tasks, including tools, equipment and measuring devices

(4) Resource Implications

- blinds
- tools and equipment
- appropriate quality specifications work instructions

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1492A: Dress windows

Competency Descriptor:

This unit deals with the skills and knowledge required to decoratively install and adjust window finishing.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify window finishing to be installed	1.1	Type of window finishing to be fitted and work order requirements are identified.
		1.2	Materials and tools are identified from work instructions and, where necessary, site inspection.
		1.3	The effect of the fitting process on overall finished window is identified.
2.	Plan process for dressing window	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Appropriate equipment is identified to minimise risks of damage to customers premises or injuries to self.
		2.3	Manufacturers' information on products used is located and used to plan work.
		2.4	Decorator's specifications (if any) are used to plan work.
		2.5	Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work.
		2.6	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3.	Complete fitting operations	3.1	Backing is attached, where appropriate, to the curtain using appropriate fittings.
		3.2	Required number of glides are identified, matched between window finishing and tracks and added or removed as required.

- 3.3 Curtains are attached to tracks and checked for smooth and even operation and hanging.
- 3.4 Curtain height and floor clearance is checked and compared to work order requirement.
- 3.5 Pelmets, valances, swags, pull-backs or tie-back holders are fitted using appropriate hardware and adjusted for fall, neatness and appearance.
- 3.6 Where required, pleats are folded and tied to maintain required pleating.
- 4. Clean work area
 - 4.1 Work site and any equipment used is cleaned and stored appropriately.
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed.
 - 4.3 Completed work is inspected and compared to workplace quality requirements.
 - 4.4 Fittings and curtains, which do not meet quality specifications are repaired on-site or returned to the workroom for repair.
 - 4.5 Appropriate documentation or reporting is completed.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the installation and adjustment of window finishing. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

Window finishing may include:

- curtains
- sheers
- swags
- pelmets
- valances
- tie-backs, and
- hold-backs

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Tools and equipment may include, but are not limited to:

- drills
- hammers
- screwdrivers

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Interpret work order and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Follow work instructions, operating procedures and inspection practices to:

- prevent damage to goods, equipment or products
- maintain required production output and product quality
- minimise the risk of injury to self or others

Install at least four different types of window dressings, which must include curtains and tiebacks.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- window dressing and fitting materials and techniques
- identification of equipment, processes and procedures
- workflow in relation to fitting curtains, valances, swags and other window treatments

Skills

The ability to

- collect, organise and understand information related to work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, avoid wastage and estimate material requirements
- use pre-checking and inspection techniques to anticipate window dressing problems, avoid reworking and avoid wastage
- use workplace technology related to the dressing of windows, including tools, equipment, calculators and measuring devices

(4) Resource Implications

- curtains
- tracks
- decorative window finishing
- tools and equipment
- appropriate quality specifications and work instructions

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts

Assessment should be by direct observation of tasks and questioning on underpinning knowledge

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFWHC0012A: **Develop design, prepare and transfer patterns**

Competency Descriptor:

This unit deals with the skills and knowledge required to develop design, prepare and transfer patterns.

Competency Field: Wood Carving

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Design package	1.1	Design to be developed and identified from sketches.
		1.2	A provisional design package is developed.
		1.3	Design is modified as required and approved in accordance with workplace procedures.
2.	Develop design	2.1	Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
		2.2	Tools, equipment and materials required to develop design, prepare and transfer patterns are selected and checked prior to use to ensure that they are appropriate for the work.
		2.3	Design idea selected from sketch book.
		2.4	Drawing instruments and materials are used according to workplace and standards drawing practices.
		2.5	Drawing paper fixed to drawing board according to standard drawing practices.
		2.6	Drawing made from selected sketch includes as many details as required.
3.	Transfer pattern from drawing	3.1	Tools, equipment and materials required to transfer pattern are selected and checked prior to use to ensure that they are appropriate for the work.
		3.2	Scale drawing is prepared using standard drawing practices.
		3.3	Carbon paper we placed on the wood to be carved with inked side down.
		3.4	Scale drawing is placed on carbon with one edge secured to the wood with masking tape.

- | | | | |
|----|------------------------------|-----|---|
| | | 3.5 | Pattern is transferred to the wood by retracing over the outlines. |
| 4. | Transfer patterns from books | 4.1 | Pattern to be transferred is selected from book. |
| | | 4.2 | Thin sheet of tracing paper is laid over the pattern and outlines traced with pencil. |
| | | 4.3 | One edge of the pattern is secured to the wood with masking tape. |
| | | 4.4 | Carbon paper is placed on wood with inked side down and the traced pattern is placed on top of it. |
| | | 4.5 | Pattern is transferred to the wood by retracing over the outlines. |
| 5 | Complete work | 5.1 | Transferred pattern is checked to ensure that all outline and detail lines are reproduced from drawing. |
| | | 5.2 | Unused materials are collected and stored for reuse or disposed following workplace procedures. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

The following variables may be present for this particular unit.

Wood carving design can be simple sketch or drawing and copied from book.

Project and design are to be determined in consultation with supervisor/teacher.

Work is conducted under supervision and guidance.

Workplace health and safety requirements include: Work involves:

- | | |
|--|---|
| <ul style="list-style-type: none"> • OH&S requirements: • relevant statutory requirements • material safety management systems • hazardous substances and dangerous goods codes • safe operating procedures | <ul style="list-style-type: none"> • reading and interpreting plans • developing set-outs • using drawing instruments • applying quality requirements |
|--|---|

Tools and equipment to include but are not limited to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • drawing board • clip • pencil • rubber • set squares | <ul style="list-style-type: none"> • rulers • French curves • tape measures • marking pens/pencils |
|--|--|

Types of patterns to include:

- chips carving
- relief carving
- intaglio carving
- architectural carving

Materials to be used may include but not limited to:

- timber
- tracing paper
- carbon paper
- drawing paper
- masking tape

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Interpret work instructions and locate and apply relevant information.

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self or others
- prevent damage to goods, equipment or products
- achieve required production output and product quality
- as a minimum, design, prepare, and transfer at least two wood carving design work effectively with others

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

- Nil
-

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- design requirements for wood carving
- the preparation of plans/drawings/set-outs
- workflow and steps in relation to wood carving
- identification of wood carving tools, materials, equipment, processes and procedures

Skills

The ability to:

- collect, organise and understand information related to work orders, basic plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination with work supervisor, other workers and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate working problems, avoid reworking and avoid wastage
- use the limited workplace technology related to woodcarving, including tools, equipment, materials and measuring devices

(4) Resource Implications

- access to plans/designs, book and magazines
- Wood carving tools and/or basic processing machines
- equipment
- materials
- work area
- a specified project

(4) Method of Assessment

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be conducted in conjunction with assessment of the other sector specialist unit of competency where appropriate.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFIND0022A: Apply surface coating by brush/rollers

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and apply paint to surface using brush/roller, and applies to individuals working in painting and surface finishing trades

Competency Field: Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Select and prepare materials and equipment	1.1	Quality Assurance requirements of company's painting operations recognised and adhered to.
		1.2	OH&S requirements for workplace environment and preparing and applying paint by brush and roller are recognised and adhered to.
		1.3	Materials checked for conformity against specifications.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used in accordance with safe working standards.
		1.5	Tools and equipment selected consistent with requirements of job, checked for serviceability and any faults reported and/or rectified.
		1.6	Safety hazards identified and correct procedures used to reduce risk to self and others.
2	Prepare two-pack material	2.1	OH&S requirements for preparing and applying two-pack paint by brush and roller recognised and adhered to.
		2.2	Each component thoroughly stirred using separate stirring sticks.
		2.3	Correct amounts of each material mixed in a third container to manufacturer's specified ratio with drying time recognised.
3	Erect work platform (if required)	3.1	Work platform erected where required to appropriate working height and OH&S requirements.
4	Prepare surface for finishing	4.1	Surface prepared as per manufacturer's specification in compliance with substrate requirements.
5	Apply paint with brush/roller	5.1	Job location checked to ensure provision of adequate ventilation and precautions taken to prevent fire and/or explosion.
		5.2	Select brush, roller or brush/roller combination for job as per surface profile, size of area and type of paint and finish specified.



- 5.3 Paint applied as per job/architect/paint manufacturer specifications to achieve required level of opacity, finish texture and sheen.
- 6 Clean up
- 6.1 Area cleaned.
- 6.2 Waste and unwanted material disposed of safely.
- 6.3 Unused materials sealed and stored.
- 6.4 Equipment cleaned safely using the correct solvent in accordance with manufacturer's instructions.
- 6.5 Equipment maintained and stored correctly.

RANGE OF VARIABLES

This unit applies to the application of surface coatings by brush, roller or a combination of brush and roller.

Types of paint include:

- solvent-borne (alkyd, urethane, urethane/alkyd, urethane oil or modified alkyd resins)
- polyurethane clear
- two-pack epoxy and polyurethane
- chlorinated rubber
- water-repellents for timber
- water repellents for concrete or masonry
- anti-graffiti paints
- stains (water, spirit, oil or slightly pigmented varnish/polyurethane)
- grain fillers (water, spirit, oil)
- clear finishes (lacquers, single and two-pack polyurethane, long oil varnish, acrylic clear and two-pack epoxy clear)

Surfaces to be finished include horizontal or vertical surface and may be:

- floors
- panelling
- stairs
- doors
- fitments
- furniture items

These may be made of:

- ply
- building boards
- fibre cement products
- iron and steel

Products can be classified as:

- sealers
- primers
- sealer/undercoats
- undercoats/intermediate coats
- finish coats

Types of finish include:

- flat
- satin
- semi-gloss
- full gloss
- masonry products
- clay bricks
- concrete blocks
- cement render
- set plaster
- plaster glass products
- paper-faced gypsum plaster board
- paintable plastic products
- previously coated/treated surfaces in a sound or unsound condition

- zinc coated
- zinc alloy coated steel products
- aluminium products
- copper and brass
- lead

Tools and equipment may include:

- scrapers
- filling knives/blades
- putty knives
- duster brushes
- hand sanders
- mechanical sanders
- paint stirrers
- drop sheets
- heat and flame paint removal equipment
- wire brushes
- hammer
- nail punches
- paint pots/buckets
- brush-ware and brush-ware accessories
- roller frames
- covers
- buckets
- roller accessories

Work platforms can include:

- ladders
 - step ladders
 - trestles
 - planks
 - hop-ups
 - aluminium mobile scaffold
 - scissor-lift
 - cherry picker
- OH&S requirements can include those associated with exposure to hazardous materials and situations to include:
- solvents
 - lead
 - chemicals
 - fumes/gases
 - asbestos fibres
 - confined spaces
 - manual handling
 - falling objects
 - electrical
 - fire
 - equipment and machinery faults
 - faults associated with work access platforms
 - faults related to poor “house keeping”

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- respirators including cartridge and supplied-air
- ear muffs/plugs
- caps
- jacket
- overalls

National Standard for The Painting of Buildings: This standard provides a guide to procedures for the painting of buildings for general construction, commercial and (light) industrial use. This Standard should be consulted in the absence of an architect's specification or job specification as a guide to accepted procedures and products used in the painting and decorating industry.



EVIDENCE GUIDE

Competence is to be demonstrated by the application of a range of surface coatings under working conditions and over time including solvent borne, latex and two-pack to a range of surfaces consistent with the Range Statement, using brushes, rollers and a combination of brush and roller.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety practices applicable to workplace operations
- compliance with organisational policies and procedures where applicable
- select and use appropriate processes, tools and equipment
- apply quality procedures and process within context of painting
- mix paint thoroughly prior to use
- protect surrounding surfaces by drop sheets or masking or removal of objects
- prepare surface as per manufacturer's specification in compliance with substrate requirements
- check colour and finish against specifications before applying paint
- choose correct paint system in accordance with environment, finish and substrate requirements
- identify faults and problems that occur and necessary action taken to rectify
- calculate quantities of materials

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

A knowledge of:

- workplace and equipment safety requirements relating to paint application
- specifications
- surface coatings technology including specification of paint systems for interior painting projects to maximise durability, protection and aesthetic considerations
- compatibility of preparatory materials and paint systems
- hazards associated with solvents, chemicals and dust
- tools and equipment used in painting
- differences in work carried out within sectors of painting and decorating industry new building (residential/commercial/high rise) maintenance/renovation/refurbishment
 - shop-fitting
 - restoration
 - conservation
 - industrial/protective coatings
 - responsibilities with regard to:
 - heritage listed buildings,
 - conservation areas,
 - environmental requirements

Skills

The ability to:

- work safely, efficiently and effectively
- organise work
- interpret specifications relating to dimensions, quantities, types of materials, position of materials and application requirements
- identify and select materials for application
- use tools equipment and materials
- prepare materials for painting
- apply painting materials
- check finished work
- clean an area and dispose of waste
- store materials/components
- respond to emergency situations
- communicate effectively

(4) Resource Implications

- workplace or simulated workplace location
- tools and equipment appropriate to processes
- paint and material required for activity
- specification for proposed tasks

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

**(6) Context of Assessment**

Competency may be assessed in the workplace or simulated workplace setting.

Assessment shall be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFIND0052A: Mount/install mirrors

Competency Descriptor:

This unit deals with the skills and knowledge required to mount and install mirrors.

Competency Field:

Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Prepare self for work	1.1	Work requirements in the form of type, pattern/plan and quantity of mirrors to be prepared and installed are identified from work instructions.
		1.2	Workplace health and safety requirements for mounting and installing mirrors, including personal protection needs, are observed.
2.	Plan for work operation	2.1	Work sequence is planned in a logical order to suit the job.
		2.2	Quantities of materials required are calculated from plans or work instructions or by measuring the installation site.
		2.3	Relevant costs are accurately calculated.
		2.4	Fixing and joining devices or materials are selected in line with specifications or type of materials to be joined and the surface on which the mirror is to be installed.
		2.5	Tools and equipment suitable to the work method are identified.
3.	Adjust/assemble and install mirror	3.1	Materials, fixings, tools and equipment needed to complete the work are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
		3.2	Components of the mirror are checked against specifications or job order for: size, quantity, finish and profile.
		3.3	Frame, if required, is adjusted/assembled in accordance with workplace procedures and job requirements.

- 3.4 Mirror glass, if required, is cut to size in accordance with workplace procedures and job requirements.
- 3.5 Mirror is edge-worked, if required, in accordance with workplace procedures and job requirements.
- 3.6 Holes, if required, are drilled in frame or mirror in accordance with workplace procedures and job requirements.
- 3.7 Mirror is installed/mounted using appropriate fixing method in accordance with workplace procedures and job requirements.
- 3.8 Mirrors are placed at positions and in styles consistent with creating the effects desired.
- 4 Complete work
 - 4.1 Installed/mounted mirror is inspected for quality of work, faults identified and appropriate corrective measures taken.
 - 4.2 Work area is cleaned and rubbish/waste disposed of as appropriate.
 - 4.3 Unused materials are removed and stored appropriately according to workplace requirements.
 - 4.4 Tools and equipment cleaned and stored appropriately according to workplace requirements.
 - 4.5 Workplace documentation is completed in accordance with workplace procedures.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the planning, and installation of mirrors. This may be demonstrated either individually or in a team environment.

Work is generally performed individually, with general supervision and may be part of a production process.

This unit involves the mounting/installation of mirrors to satisfy customer/work orders.

The following variables may be present.

Mirrors may include:

- framed
- frameless
- wall
- return
- safety and security mirrors

OH&S requirements include:

- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Tools and equipment may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • tungsten wheel glass cutters • speed cutters • straight edges and squares • plate and running pliers • glass lifting • handling and personal safety equipment • glass edging equipment • diamond drills and saws | <ul style="list-style-type: none"> water spirit, dumpy and laser levels plumb bobs chalk lines tape measures portable drills general hand tools |
|---|--|

Materials are to include but are not limited to:

- timber and metal framing materials
- J-mould
- float and vinyl backed mirrors
- fixings and fasteners

Fixings and fasteners include:

- adhesive tapes
- screws and rosettes
- mirror and spring clips
- hollow wall fasteners
- rawl plugs
- cloth and glues, and
- non-acidic silicones

Personal protective equipment may include:

- gauntlets
- gloves
- safety glasses
- hard hats
- safety footwear
- aprons
- overalls

Information and procedures

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical aspects of evidence

Interpret work order/job instruction and locate and apply relevant information to install mirrors.

Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment.

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self and others
- prevent damage to glass, equipment and products
- maintain required production output and product quality

To complete a minimum of:

- measuring for mirror installations
- cutting and float mirror up to 6 mm including vinyl backed
- edge-working and drilling holes in mirrors
- wall preparation
- construction and fitting of mirror frames and J-mould
- identification and use of water, spirit, dumpy and laser levels
- set plumb and level lines
- fit framed, wall, safety and security mirrors including return mirrors with minimal deflection
- clean and present finished mirrors
- calculate the cost of mirrors, edgework, materials and labour

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of units:

Nil

(3) Underpinning knowledge and skillsKnowledge

Knowledge of:

- workflow in relation to the preparation and installation of mirrors
- workplace safety system requirements related to the fabrication and installation of mirrors
- characteristics of materials used
- identification of equipment, processes and procedures related to the installation of mirrors
- relevant safety standards
- decorators use of mirrors to create various effects where aesthetics and space utilization is concern

Skills

The ability to:

- collect, organise and understand information related to work orders, basic plans, and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with work supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas to correctly complete measurements, calculate work requirements, optimise glass sizes for economical cutting and assemble required materials
- use pre-checking and inspection techniques to plan work, avoiding reworking and wastage
- use the mounting/installation of mirrors to create various effects

(4) Resource implications

- mirrors
- aluminium framing material
- fixing/fasteners
- workplace operating procedures
- personal protective equipment
- an appropriate work area

(5) Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of assessment

Assessment may occur on the job or in a workplace simulated facility with relevant fabrication and installation equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFIND0062A: Mount wall coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare for and mount wallpaper and other wall-coverings, and applies to individuals working in Interior Decoration trade

Competency Field: Light Manufacturing Furnishing – Interior Decoration

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Select and prepare materials and equipment	1.1	Quality Assurance requirements for company's painting and decorating operations recognised and adhered to.
		1.2	OH&S requirements for workplace environment and preparing for and application of wall covering identified and adhered to.
		1.3	Materials checked for conformity with specifications.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used in accordance with safe working conditions.
		1.5	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported and/or rectified.
		1.6	Safety hazards identified and correct procedures used to reduce risk to self and others.
2.	Erect work platform	2.1	Work platform erected to appropriate working height to job and OH&S requirements.
3.	Prepare surface and wall covering	3.1	Surface prepared as per manufacturer's specification in compliance with substrate requirements.
		3.2	Surface defects repaired to an even, sound finish and lining paper applied where required to achieve a clean, even finish.
		3.3	Application plan determined and paper selected to specification or client requirements.
		3.4	Adhesives selected as per wall covering manufacturer's specification where applicable.
		3.5	Wall covering checked for defects and shading problems and rectified where applicable.
		3.6	Size applied to surface where applicable to manufacturer's specifications.



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|----|---------------------|-----|--|
| 4. | Apply wall covering | 4.1 | Wall covering applied to manufacturer's specifications ensuring seams are butted, paper is plumb, pattern is matched (if applicable), free of defects and trimming around fittings is precise. |
| 5. | Clean up | 5.1 | Area cleaned and waste material disposed of safely. |
| | | 5.2 | Unused materials stored. |
| | | 5.3 | Tools and equipment safely cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the application of a range selected wall coverings to all common interior building substrates.

Application to walls and ceilings constructed of the following materials: (painted/previously painted in sound and unsound condition)

- set plaster
- paper-faced gypsum plaster board
- plaster glass
- masonry products (including clay bricks, concrete blocks, cement render)
- medium density fibre-board (MDF) and particle board
- fibre-cement products
- polystyrene

Wall covering materials may include:

- unpasted and ready-pasted wallpapers (simplex and duplex)
- washable wallpaper
- vinyl wallpaper
- lining paper
- suede grass weaves
- photomurals
- flock
- metallic foils
- front runner
- borders
- linen-backed vinyl
- commercial grade materials

Tools and equipment may include:

- lay brush
- smoothing block
- plastic spreader
- plastic trowel
- rubber roller
- scissors
- sponge
- seam roller
- trimming knives and cutters
- broad knife
- tape measure
- plumb bob and string line
- spirit level
- scrapers
- filling blades
- putty knives

Elevated work platforms to include:

- step ladder
- trestles and plank
- mobile scaffold

Adhesives may include:

- cellulose
- starch
- latex
- special blends as per manufacturer's recommendation

EVIDENCE GUIDE

Competency is to be demonstrated by the application of a range of wall coverings to a range of substrates to manufacturer and architect/client specifications.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and wall covering application operations
- indicate compliance with organisational policies and procedures
- select and use appropriate process, tools and equipment
- apply organisational quality procedures and processes within context of applying wall covering
- carry out adequate surface preparation to ensure maximum adhesion of wall covering
- use safe and effective procedures to apply standard width and commercial width wall coverings to ceilings, walls, partitions, archways
- calculate quantities of materials
- identify faults and problems that occur and corrective action taken to rectify

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- specifications
- surface preparation for the application of wall covering
- compatibility of preparatory materials and wall covering
- types and properties of wall coverings and their suitability to various substrates
- hazards associated with wall covering, chemicals and dust
- tools and equipment
- procedures used to apply straight pattern match, drop pattern match and random match wall coverings
- procedures used to apply commercial width and special purpose wall coverings
- responsibilities with regard to heritage listed building conservation areas
- environmental requirements how to calculate quantities of materials

**Skills**

The ability to:

- work safely, efficiently and effectively
- organise/plan work
- interpret specifications
- take off dimensions, quantities, types of materials, application requirements
- identify and select materials appropriate to job
- use tools, equipment and materials
- prepare materials
- apply wall coverings to manufacturer's specification and quality standards
- check finished work
- communicate effectively
- clean area and dispose of waste safely
- store materials/components
- respond to emergency situations
- calculate material quantities

(4) Resource Implications

The following resources should be provided:

- workplace location
- tools and equipment appropriate to processes
- materials appropriate to activity
- specifications of proposed activity

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency should be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment shall be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFSOF1633A: Follow patterns to produce soft furnishing accessories

Competency Descriptor:

This unit deals with the skills and knowledge required to produce soft furnishing accessories such as cushions, tie backs, bolsters and other decorative items, following the requirements of patterns.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify work requirements	1.1	Job requirements are identified from work instructions and patterns.
		1.2	Pattern is interpreted to determine work specifications.
		1.3	Instructions for sequencing of work, particular measurements or adjustments are interpreted.
		1.4	Work sequence is planned, including quality checkpoints.
2.	Prepare for work	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Suitable work area is selected for the tasks.
		2.3	Materials are selected to match customer requirements, suitability for the purpose and the work instructions.
		2.4	Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material.
		2.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3.	Complete production	3.1	Soft furnishing accessories are produced following work instructions.
		3.2	Work is checked against patterns and work sheets at the identified checkpoints.
		3.3	Non-conformity with the required quality standards is rectified.

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|----|---------------------|-----|--|
| 4. | Finalise operations | 4.1 | Completed work is checked against required quality standard. |
| | | 4.2 | Documentation or reporting is completed following workplace procedures. |
| | | 4.3 | Work area is cleaned, tools and equipment are returned to storage. |
| | | 4.4 | Unused materials are returned to storage and waste and scrap is dealt with following workplace procedures. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the reading and interpreting of patterns, plans and instructions. This may be demonstrated either individually or in a team environment.

This unit covers work involving the production of soft furnishing accessories by reading and interpreting patterns, plans and work instructions.

The following variables may be present for this particular unit.

Soft furnishings may include:

- cushions
- tie-backs
- bolsters
- soft tableware
- slip-on covers

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Tools and equipment may include:

- measuring and calculating equipment
- including tapes
- rulers
- calculators
- computers
- fabric and general cutting and sewing tools, including scissors, saws, drills, staplers,
- sewing machines, hemming machines, over-lockers, glue guns

Materials may include:

- plain and patterned fabric
- velvet
- vinyl
- piping cords
- wadding
- foam
- zips
- fasteners

Pattern interpretation is to identify or determine:

- type of material specified
- required tools and equipment for the task
- number and type of soft furnishing accessories to be produced
- quality requirements

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- workplace procedures relating to the production of soft furnishing items
- work instructions, including job sheets, patterns, plans, drawings and designs
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Identify materials used and any special sewing or handling requirements for those materials.

Interpret work order and patterns and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Produce at least three different types of soft furniture accessories, which are to include a padded, piped and shaped tie back, a piped cushion and a bolster.

Select and use tools and equipment appropriate to the task follow work instructions, operating procedures and inspection practices to:

- prevent damage to goods, equipment or products
- maintain required production output and product quality
- minimise the risk of injury to self or others

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- LMFSOF1381A: Cut single layer fabrics
- LMFSOF1381A: Machine sew materials
- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the types, characteristics and production requirements for soft furnishing accessories
- the process for the interpretation of patterns
- identification of equipment, processes and procedures
- workflow in relation to soft furnishing accessory production

Skills

The ability to:

- collect, organise and understand information related to work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate production problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the production of accessories, including tools, equipment, materials and measuring devices

(4) Resource Implications

- patterns
- materials
- tools and equipment

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFCF2143A: Inspect sub-floor

Competency Descriptor:

This unit deals with the skills and knowledge required to conduct sub-floor inspections and notify findings to the relevant personnel.

Competency Field:

Floor Cover and Finishing

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Prepare for work	1.1	Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
	1.2	Customer order is consulted to determine the type of proposed floor covering and other work requirements.
	1.3	Floor surface requirements for the proposed coverings are determined from manufacturer or workplace information.
	1.4	Existing floor coverings are removed and floor surface cleaned.
2. Conduct inspection	2.1	The type of floor construction and the building floor structure and substructure are identified.
	2.2	Datum lines are run and checked to confirm dimensions.
	2.3	Timber flooring inspections are completed to identify irregularities.
	2.4	Floor joists, bearers and stumps are checked for irregularities.
	2.5	Concrete floors are inspected for irregularities.
3. Notify findings of inspection	3.1	Notification of the findings of the inspection is completed in accordance with the current and relevant standards.
	3.2	Copies of the notification are sent to appropriate personnel and suitably filed following workplace procedures.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in inspecting and notifying suitability of sub-floors to receive floor coverings.

Floor inspection scope

This unit covers work involving the craft level inspection of timber and concrete floors and sub-floor areas to identify and notify on the suitability for floor coverings.

It does not confer authority or, of itself, satisfy formal requirements, which may be established by regulatory authorities or agencies.

The following variables may be present for this particular unit:

OH&S requirements may include:

- relevant legislation
- relevant building codes
- material safety management systems
- hazardous substance and dangerous goods codes
- safe operating procedures

Materials include:

- timber strip flooring
- construction sheet flooring
- monolithic floors
- above grade, on grade and below grade floor

Tools and equipment are to include:

- 3straight edge
- 1.5straight edge
- 150straight edge
- spirit level
- string line
- chalk line
- electrical resistance meter
- tape measure
- electric drill
- masonry drill bits
- water/laser level
- hygrometer
- thermometer probe
- acid and alkaline testing equipment

Datum line checks are used to confirm floor fall, dips and irregularities and finished floor height in relation to other floor coverings and door clearances

Timber flooring inspections are to include:

- tests for moisture content
- protruding nails
- loose metal and other objects
- cracked, loose or damaged boards
- rotting
- insect attack
- cross flow ventilation

Concrete floor inspections are to include checks:

- for any protruding obstacles
- for cracks or damage
- for moisture membrane existence

Inspection notifications are to cover:

- the type of the inspection completed
- testing methods used
- findings of inspection
- suggested remedies to any faults identified
- recommendations for floor coverings or finishing

Personal protective equipment to include:

- safety goggles/glasses
- ear muffs/plugs
- safety helmet
- gloves
- footwear
- protective clothing

Information and procedures

- workplace procedures relating to the use and operation of tools and equipment
- workplace instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to notification and communications
- manufacturers' instructions for the use of equipment and materials

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- interpret work order and locate and apply relevant information
- apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- to complete a minimum of:
 - one timber floor inspection and written notification
 - one monolithic floor inspection and written notification
- work effectively with others
- modify activities to cater for variations in workplace contexts and environment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the type, characteristics and defects of floor structures
- the requirements for floor condition for floor coverings
- the characteristics and requirements of sub-floor preparation
- the methods of correcting defects
- workflow in relation to floor covering and inspection processes and procedures
- workplace safety system requirements related to floor inspection and floor covering

Skills

The ability to:

- collect, organise and understand information related to work orders, plans, and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the notification of work outcomes and problems
- plan and organise activities including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage.
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, complete datum checks, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate inspection problems, avoid reworking and avoid wastage
- use workplace technology related to the inspection of floors including tools, equipment and measuring devices

(4) Resource Implications

Range of floor types and conditions, test equipment, work order

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant floor inspection materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFCF2273A : Provide advice to customers on resilient floor coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to provide advice to customers on resilient floor coverings requirement.

Competency Field:

Floor Covering and Finishing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop and maintain knowledge of products and services	1.1 Workplace health and safety requirements are observed throughout the work. 1.2 Current information on resilient floor covering products and services is researched from authoritative sources. 1.3 Characteristics of resilient floor covering products and services are identified and understood using available product and service documentation. 1.4 Information on resilient floor covering products and services is accurately documented and maintained in a format consistent with organisational requirements. 1.5 Acquired knowledge is applied to improve quality within personal work areas.
2. Recommend products and services	2.1 Recommendations on resilient floor covering products and services are in line with organisational requirements. 2.2 Recommendations emphasise resilient floor covering product and service issues relevant to client needs. 2.3 Evidence in support of recommendations is verifiable and presented in a suitable format. 2.4 Impact of activities is estimated from verifiable customer feedback sources.

RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in providing advice to

The following variables may be present for this particular unit:

Advice on products may include:

- types and applications of available resilient floor coverings
- colours and patterns

Advice on services may include:

- methods and techniques for resilient flooring installation
- care and maintenance

OH&S requirements may include:

- relevant legislation
- relevant building codes
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures
- manufacturers' recommendations

Product and service documentation may include:

- operational guidelines
- marketing data
- colleague's knowledge
- consumer reports
- industry reports
- sales figures

Authoritative sources may include:

- industry associations
- authorised suppliers
- industry conferences and recognised industry media sources

Tools and equipment are measuring and calculating equipment including:

- tapes
- rulers
- calculators
- computers

Information may include:

- competitive features of products or services, product trends,
- sales trends
- problems with products or services
- innovations
- cost and production data
- distribution process,
- sales records (monthly forecasts, targets achieved)

Information and procedures:

- workplace procedures relating to the use and operation of tools and equipment
- workplace instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communications
- manufacturers' recommendations for the use of equipment and materials

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- interpret work order and locate and apply relevant information
- apply safe handling requirements for equipment, products and materials
- follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - minimise the risk of injury to self and others
- to provide advice to customers on resilient floor covering types under at least three different contexts
- work effectively with others
- modify activities to cater for variations in workplace contexts and environment
- identify faults/problems and identify and carry out corrective action

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the type, characteristics, uses and limitation of resilient floor coverings
- the type, characteristics, uses and limitation of resilient floor covering products and services
- workplace safety systems related to resilient floor coverings
- workflow in relation to seeking information from customers and providing advice

Skill

The ability to:

- collect, organise and understand information related to customer requests, product definition, work orders, basic plans and safety procedures
- communicate ideas and information to convince customers of the appropriateness of particular products to their needs
- plan and organise activities to interest customers and to ensure the product is viewed in a favourable way
- work with others and in a team by recognising dependencies and using cooperative approaches to promote the image of the enterprise and produce range
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- apply analytical techniques to correctly match customer needs with carpet products
- use the limited workplace technology related to providing advice to customers including tools, materials, calculators and measuring devices

(4) Resource Implications

Tools, materials and customers requiring advice about resilient floor coverings

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant customers, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFCF2283A: Mix and apply epoxy and seamless floor coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out preparation, application and finishing of epoxy and seamless floor coverings.

Competency Field:

Floor Covering and Finishing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for the work	1.1 Work orders and/or plans are read and interpreted. 1.2 Workplace health and safety requirements, including ventilation and other personal protection needs, are observed throughout the work. 1.3 The condition of the sub-floor is inspected and confirmed as suitable for use. 1.4 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
2. Apply epoxy materials floor covering	2.1 Surfaces are checked for contamination, moisture content and suitable preparation. 2.2 Material safety data sheets, or equivalent, are read and applied during the work. 2.3 Material safety data sheets, or equivalent, are read and applied during the work. 2.4 Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish. 2.5 Surface coatings are applied with the depth and coverage in accordance with manufacturers' specifications and job requirements. 2.6 Decorative additives are applied in accordance with job requirements. 2.7 Floor is checked and cleared for further processing.

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|----|-----------------------|-----|---|
| 3. | Finish the flooring | 3.1 | Sanding/grinding equipment is set up in accordance with manufacturers' instructions and operating procedures. |
| | | 3.2 | Emergency stops, gauges, guards and controls are identified and checked. |
| | | 3.3 | Equipment settings and adjustments are made and checked. |
| | | 3.4 | Trial runs are conducted to check machine operations and quality of finished work. |
| | | 3.5 | Sanding/grinding is completed to industry and manufacturers' standards. |
| 4. | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required. |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately. |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately. |
| | | 4.4 | Workplace documentation and/or reporting is completed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

The following variables may be present for this particular unit:

Epoxy and seamless flooring includes:

- trowelled epoxy
- self levelling epoxy
- flake floors
- granule floors
- epoxy coatings (seamless)
- spray on roller coatings and waterproofing
- joint sealing

Monolithic sub-floor preparation is to include:

- sanding
- grinding
- the application of levelling compounds and primers

Sanding equipment is to include:

- sander
- edger
- belt-sander
- sander belts and paper

Grinding equipment is to include:

- grinder
- grinding stones
- materials

OH&S requirements may include:

- relevant legislation
- relevant building codes
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Personal protective equipment to include:

- safety goggles/glasses
- ear muffs/plugs
- safety helmet
- gloves
- footwear
- protective clothing

Materials are to include but are not limited to:

- acrylics
- epoxy
- polyurethane
- separating strips
- flushing strips
- joining strips
- expansion jointing
- additives (flakes and granules)
- oil and lubricants for equipment

General tools and equipment are to include:

- utility knife
- straight edge
- square
- tape measure
- trowels
- rollers
- brushes
- buckets
- trolley

Information and procedures

- workplace procedures relating to use and operation of tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communications
- manufacturers' instructions for the use of equipment and materials

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- interpret work order and locate relevant information
- apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self or others

- work effectively with others
- to complete a minimum of three of the following:
 - a trowelled epoxy floor
 - a self levelling epoxy floor
 - a flake floor
 - a seamless floor
- modify activities to cater for variations in workplace context and environment

(2) Pre-requisite Relationship of Units

Pre-requisite required for this unit is

- LMFFCF2051A: Use flooring sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- characteristics and requirements of monolithic sub-floor preparation
- the type, characteristics, uses and limitations of epoxy and seamless floor coverings
- techniques for preparing epoxy and seamless materials, including decorative additives
- the type, characteristics, uses and limitations of sanders/grinders
- workplace safety system requirements related to sanding and grinding
- the types and uses of relevant tools and equipment
- workplace safety system requirements related to the application of epoxy and seamless floor coverings

Skills

The ability to:

- collect, organise and understand information related to work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate epoxy and seamless flooring application problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the application of epoxy and seamless floor coverings including tools, equipment, applicators, measuring devices and finishers

(4) Resource Implications

Epoxy and seamless flooring materials, application system, sanding equipment, grinding equipment and access to floors requiring covering.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other related units of competency, e.g. sub-floor inspection.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant epoxy and seamless flooring materials, equipment, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFCF2373A: Provide advice to customers on timber floor coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to provide advice to customers on timber floor coverings requirements.

Competency Field:

Floor Covering and Finishing

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

- | | | | |
|----|---|-----|---|
| 1. | Develop and maintain knowledge of products and services | 1.1 | Workplace health and safety requirements are observed throughout the work. |
| | | 1.2 | Current information on timber floor covering products and services is actively and regularly researched from authoritative sources. |
| | | 1.3 | Characteristics of timber floor covering products and services are identified and understood using available product and service documentation. |
| | | 1.4 | Information on timber floor covering products and services is accurately documented and maintained in a format consistent with organisational requirements. |
| | | 1.5 | Acquired knowledge is applied to improve quality within personal work areas. |
| 2. | Recommend products and services | 2.1 | Recommendations on timber floor covering products and services are in line with organisational requirements. |
| | | 2.2 | Recommendations emphasise timber floor covering product and service issues relevant to client needs. |
| | | 2.3 | Evidence in support of recommendations is verifiable and presented in a suitable format. |
| | | 2.4 | Impact of activities is estimated from verifiable customer feedback sources. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in providing advice to customers on timber floor coverings.

The following variables may be present for this particular unit:

Advice on products may include:

- types and applications of available timber flooring materials
- coatings and finishes

OH&S requirements may include:

- relevant legislation
- relevant building codes
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures
- manufacturers' recommendations

Information may include:

- competitive features of products or services
- product trends
- sales trends
- problems with products or services
- innovations
- cost and production data
- distribution process
- sales records (monthly forecasts, targets achieved)

Advice on services may include:

- methods of timber flooring installation
- sanding and finishing
- care and maintenance

Product and service documentation may include:

- operational guidelines
- marketing data
- colleague's knowledge
- consumer reports
- industry reports
- sales figures

Authoritative sources may include:

- industry associations
- authorised suppliers
- industry conferences
- recognised industry media sources

Tools and equipment may include:

- measuring and calculating equipment including:
- tapes
- rulers
- calculators, and
- computers

Information and procedures:

- workplace procedures relating to the use and operation of tools and equipment
- workplace instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communications
- manufacturers' recommendations for the use of equipment and materials

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Interpret work order and locate and apply relevant information.

Apply safe handling requirements for equipment, products and materials.

Follow work instructions, operating procedures and inspection practices to:

- prevent damage to goods, equipment and products
- minimise the risk of injury to self and others

To provide advice to customers on timber floor covering types under at least three different contexts.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

Identify faults/problems and identify and carry out corrective action.

(2) Pre-requisite Relationship of Units

Pre-requisite relationship for this unit is

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the type, characteristics, uses and limitation of timber floor coverings
- the type, characteristics, uses and limitation of timber floor covering products and services
- workplace safety systems related to timber floor coverings
- workflow in relation to seeking information from customers and providing advice

Skills

The ability to:

- collect, organise and understand information related to customer requests, product definition, work orders, basic plans and safety procedures
- communicate ideas and information to convince customers of the appropriateness of particular products to their needs
- plan and organise activities to interest customers and to ensure the product is viewed in a favourable way
- work with others and in a team by recognising dependencies and using cooperative approaches to promote the image of the enterprise and product range
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- apply analytical techniques to correctly match customer needs with carpet products
- use the limited workplace technology related to providing advice to customers including tools, materials, calculators and measuring devices

(4) Resource Implications

- tools, materials and customers requiring advice about timber floor coverings

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant customers, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFPM1094A: Organise production processes

Competency Descriptor:

This unit deals with the skills and knowledge required to organise, using all available information and resources, the production of mass-produced and customised fittings, equipment and assemblies in the furnishing industry.

Competency Field: Production Operation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Collect information and analyse job requirements	1.1 Job specifications are read and key requirements are noted. 1.2 Steps and stages in the process are identified. 1.3 Clarification of specifications is sought where required. 1.4 Equipment capabilities are assessed in terms of meeting job specifications. 1.5 Enterprise production plans, including run time and quantities are compared with plant capabilities.
2. Complete preparatory activities	2.1 Workplace health and safety requirements, including personal protection needs, are observed throughout the work. 2.2 Reports are made to appropriate personnel. 2.3 Proposals for modifications/adaptation of equipment are made. 2.4 Requirements for tooling/dies are listed. 2.5 Raw material requirements are listed and communicated to appropriate personnel.
3. Organise operational plans	3.1 Operational work plans, including timeframes and milestones are developed. 3.2 Production operations are organised ensuring optimum use of resources. 3.3 Operational plans are recorded and amended in accordance with enterprise procedures and industry practice.

- | | | | |
|----|---|-----|--|
| 4. | Conduct trials to monitor equipment operation and product quality | 4.1 | Equipment is set up to make appropriate use of guards, warning devices and safety features, and standard operating procedures are modified to suit the production. |
| | | 4.2 | Equipment operations are monitored to ensure variations or inconsistencies in output are identified, reported and rectified. |
| | | 4.3 | Required adjustments to equipment controls and settings are made to ensure consistency and continuity in production. |
| | | 4.4 | Equipment maintenance, set-up and close down procedures are planned and documented. |
| | | 4.5 | Product quality is inspected and compared to requirements. |
| | | 4.6 | Process is modified where required to improve product quality. |
| 5. | Monitor product finish | 5.1 | Product finish is checked for conformity to design specification. |
| | | 5.2 | Any non-conformity in product finish is noted and possible causes investigated and documented. |
| 6. | Evaluate production process | 6.1 | Productivity information and reports are prepared and processed. |
| | | 6.2 | All procedures for the process are checked for conformity with trial outcomes. |
| | | 6.3 | Work procedures are authorised by appropriate personnel for implementation. |
| | | 6.4 | Recommendations for variations to design specifications are made to appropriate personnel. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving skills.

This unit covers the work involved in the operational organisation, preparation, trailing and monitoring of production processes for enterprises within the furnishing industry.

The following variables may be present for this particular unit.

Operational resources include:

- personnel
- equipment and machinery
- production materials and consumables
- infrastructure

OH&S requirements may include:

- statutory requirements
- building codes requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Operational planning information may be obtained from sources such as:

- enterprise production plan/schedule
- product drawings and specifications
- equipment instructions and capacities
- relevant standards
- inspection requirements and design rules
- customer orders
- archives
- records
- cutting lists

Workplace environment:

- work is generally performed with little assistance from others and with minimal supervision or direction
- organising production is undertaken in accordance with established enterprise procedures and practices
- customers or suppliers may be internal or external

Machines/equipment used in the production process may include:

- any machine typically used in the furnishing sector concerned
- microprocessor or computer-controlled machines
- both production and facility equipment used in the enterprise

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Materials to be used may include those normally used in the enterprise and the industry.

Information and procedures:

- enterprise production plan/schedule
- work procedures/instructions
- manufacturers' technical specifications and instructions
- legislation, regulations and codes of practice relevant to the production environment and processes
- quality and standards and procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Locate, interpret and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Analyse job requirements and materials and equipment capabilities.

For a specified and significant production operation organise the implementation of operational plans, including:

- conduct of trials
- co-ordination of the production process
- evaluation of the production process
- reporting on the success or failure of the process

Lead others and work effectively to organise for production.

Encourage participation of employees in the planning of work activities and changes.

Suggest improvements to production operations and where appropriate, negotiate changes.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- organisational and workflow theory
- work leadership theory
- company business policies and plans, including procedures for setting up for production
- company products, market, work systems and equipment
- machine processes relevant to the production
- quality procedures, inspection and testing requirements
- legislative requirements of the work activities

Skills

The ability to:

- research, collect, organise and understand information related to the organisation of production processes, including the relevant technical, regulatory, cultural, environmental and safety requirements
- communicate ideas and information to enable clarification of the conceptual requirements, co-ordination of work with site supervisors, workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and foster the team by recognising dependencies and using co-operative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, complete production computations and estimate material requirements
- create and apply systematic problem solving techniques to anticipate production problems, avoid reworking and avoid wastage
- use the workplace technology related to production, including machinery, plant, tools and equipment, calculators and measuring devices and computing/computer-aided systems

(4) Resource Implications

- production equipment
- raw materials
- personnel and production plans and schedules

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFPM1154A: Identify and calculate production costs

Competency Descriptor:

This unit deals with the skills and knowledge required to estimate materials, labour and time requirements and establish costs for the provision of products, including all overheads.

Competency Field: Production Operation

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather information	1.1 Details of the particular product and competition products are obtained. 1.2 Details of the proposed production operation are obtained and analysed. 1.3 Labour unit cost projections are obtained and agreed. 1.4 Logistic support contracts, supply agreements or equivalent are obtained and analysed. 1.5 Details of proposed warehousing and physical distribution systems and related cost factors are obtained. 1.6 Information is converted to usable form and stored ready for retrieval and application.
2. Estimate materials and labour	2.1 Types and quantities of materials required for production are estimated and recorded. 2.2 Time requirements for production activities and other lead times are estimated. 2.3 Labour requirements for direct production and handling operations are estimated and recorded.
3. Determine/calculate overheads	3.1 Components contributing to overhead costs are identified. 3.2 Overhead costs to be attributed to work in accordance with commercial and enterprise procedures are identified.
4. Calculate costs	4.1 Total materials costs and labour costs are calculated in accordance with enterprise procedures. 4.2 Total production cost is calculated, including overheads and mark-up percentages.

- 4.3 Final cost to customer is calculated in conjunction with marketing/sales personnel.
5. Document details and verify where necessary
- 5.1 Details of costs and charges are documented in accordance with enterprise practice.
- 5.2 Production costs calculations or other details are verified as required by other relevant personnel.
- 5.3 Details are documented for future reference in accordance with enterprise practice.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate organisational and administrative ability, discretion, judgement and problem solving skills.

The following variables may be present for this particular unit.

Work involves the estimating and costing of production and products in a significant mass production environment.

Work may involve referral of matters to other enterprise personnel.

Workplace environment:

- work undertaken in accordance with established procedures involving a range of products, equipment and installation sites
- interaction with customers and other personnel from the operator's workplace
- use of relevant tools, equipment and resources, including:
 - measuring equipment
 - product sales literature
 - product samples

Overheads may be calculated for a specific product or be a constant component based on historical records and may include such costs as:

- rental/lease costs
- utilities
- non-production resources
- depreciation of plant and equipment
- warehousing margins
- physical distribution unit costs
- insurance, and
- other costs incurred by doing business

Information and procedures:

- company production plan and schedule
- company financial management policy and procedures
- company policy and procedures for cost and apportioning overheads
- labour employment costs
- material/supply costs (contracts, standing agreements, market rates, warehousing margins)
- physical distribution contracts or arrangements
- national, international and company quality standards and procedures

OH&S requirements may include:

- statutory requirements
- building codes requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

For a significant mass production operation, determine the production and product costs using the following or equivalent steps:

- obtain all information relevant to the determination of costs
- interpret plans, specifications and instructions for production and materials to be used
- estimate quantities of materials required
- determine the types and amount of labour required to complete the work
- estimate time required to complete the work
- determine/calculate overheads
- document the process and outcomes

Work effectively with others.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- production system documentation processes
- enterprise costing procedures
- mathematical formulae and processes relevant to costing
- components of labour costs
- enterprise/commercial approach to overhead costs
- enterprise/commercial approaches to warehousing and physical distribution costs
- enterprise information management processes, including storage requirements

Skills

The ability to:

- research, collect, organise and understand information related to production costing including the relevant technical, commercial, industrial and accounting requirements
- communicate ideas and information to enable clarification of the production and related requirements and to present the outcomes in an appropriate manner
- plan and organise activities to avoid back tracking and reworking of solutions
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly estimate and validate labour, materials and on-costs and calculate production costs
- create and apply systematic problem solving techniques to anticipate costing problems, avoid reworking and avoid wastage
- use the workplace technology related to costing, including calculators and measuring devices and computing/computer-aided systems

(4) Resource Implications

Access is required to real or appropriately simulated situations involving estimation and costing of production operations and products.

Access is required to specifications and costs of relevant equipment and materials and information on labour costs and availability, on costs, safety costs, regulations, quality standards, and enterprise procedures.

Access is required to all necessary facilities and associated equipment, including calculators, computers and relevant software.

(5) Method of Assessment

Assessment methods must confirm consistency or the potential for consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of performance and samples of work outcomes and questioning on underpinning knowledge.

Assessment may be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a simulated workplace facility with a relevant scenario, simulated work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFPM1164A: Purchase materials and consumables

Competency Descriptor:

This unit deals with the skills and knowledge required to purchase materials and consumables required for production within a furnishing enterprise, through existing contracts or other formal purchasing arrangements or through local purchase delegation.

Competency Field: Production Operation

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify purchasing requirements	1.1	Purchasing requirements are identified from material specifications, orders and instructions in accordance with workplace procedures.
		1.2	Purchasing requirements are prioritised, where required, in consultation with others.
		1.3	Quantities, quality of goods, price limitations and delivery requirements are determined or confirmed in consultation with appropriate personnel.
2.	Source materials and consumables	2.1	Source/s of materials and/or consumables are identified from workplace preferred supplier lists or through networks and knowledge of local and/or overseas suppliers.
		2.2	Difficulties in supply are reported in accordance with workplace procedures.
		2.3	Availability of supply is confirmed.
3.	Check costing	3.1	Alternative suppliers are contacted to check costing.
		3.2	Actual costs are compared to predicted costs.
		3.3	Any recommendations regarding alternative suppliers are communicated to appropriate personnel following workplace procedures.
4.	Purchase materials and consumables	4.1	Capacity of supplier to meet price, quality and delivery expectations is checked.
		4.2	Purchase order/list is developed in accordance with workplace procedures.
		4.3	Order is placed with supplier and delivery schedules are confirmed.

- | | | | |
|----|---|-----|--|
| | | 4.4 | Appropriate orders and invoices are exchanged according to workplace procedures. |
| 5. | Maintain and monitor material and consumable supplies | 5.1 | Stock is regularly monitored using inventory records and physical checks, where applicable, to ensure maintenance of supply. |
| | | 5.2 | Up-to-date records of materials and consumables are maintained. |
| | | 5.3 | Acquisition requirements are documented in accordance with workplace procedures. |
| 6. | Liaise with other departments | 6.1 | Communication channels with other departments are established in accordance with workplace procedures. |
| | | 6.2 | Liaison with other departments is conducted to ensure customer requirements are achieved. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate administrative ability, discretion, judgement and problem solving skills.

This unit covers the work involved in sourcing and purchasing materials for production.

The following variables may be present for this particular unit.

Materials to include for:

- furniture making
- furniture finishing
- picture frame construction
- soft furnishing
- mattress and base
- upholstery

Purchasing arrangements to include:

- credit
- cash
- invoicing
- order

Delivery methods

- supplier deliver
- company pickup

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- locate, interpret and apply relevant information
- apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment
- purchase materials on a minimum of four occasions, including two different materials and at least one perishable consumable
- suggest improvements to purchasing operations and where authorised, negotiate changes
- modify activities to cater for variations in workplace cultures and environment
- work effectively with others

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- contemporary supply/purchasing systems theory
- company operating procedures, including procedures for purchasing materials and consumables
- material and consumable usage rates
- operation requirements of equipment and work systems in own work area

Skills

The ability to:

- collect, organise and understand information related to the purchasing systems and activities, including the relevant technical, regulatory, environmental and safety requirements
- communicate ideas and information to enable clarification of the requirements, co-ordination of purchasing with site supervisor, other workers and customers, and the reporting of outcomes and problems
- plan and organise activities to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly, calculate and estimate material requirements
- create and apply systematic problem solving techniques to anticipate purchasing problems, avoid reworking and avoid wastage
- use the workplace technology related to the purchasing, including calculators and measuring devices and computing/computer-aided systems

(4) Resource Implications

- production operation with consumable and material requirements, preferred supplier lists and workplace procedures

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.