



Australian Government

Department of Education, Employment and Workplace Relations

LMF02 Furnishing Training Package

Release: 6.0

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Modification History

Version Modification History

Version	Release Date	Comments
6	23 March 2011	Inclusion of two new units of competency for architectural hardware specifying (LMFAH4001A and LMFAH4002A) as electives in LMF40202.ISC updates: All qualifications adjusted for flexibility requirements and inclusion of sustainability units of competency Four generic LMF units replaced with MSA generic units.Refer to History and Summary Mapping for details.
5.01	July 2010	ISC updates to two qualifications for flexibility requirements. One unit added to importation allowance and accredited courses included in LMF10108 and LMF30602.
5.00	November 2009	Version 5 incorporates one new Certificate IV qualification: LMF40609 Certificate IV in Design of Kitchens, Bathrooms and Interior SpacesEight (8) new LMF specialist units and four (4) additional units imported from other Training Packages have been included.Refer to History below for details.In addition, typographical errors have been corrected in the Range Statement for the following unit: LMFGG2007B Process glass by basic machines All items listing equipment should be 'May include'.
4.00	4 May 2009	Version 4 incorporates units of competency and qualifications for kitchens and bathrooms.

Version	Release Date	Comments
3.00	February 2009	Version 3 incorporates units of competency and qualifications for new sectors in interior decoration and design and furniture design and technology. It also includes a modified Certificate I in Furnishing. Errors and omissions identified in LMF02v2 have been corrected – see History below for details.
2.00		Version 2 incorporates units and qualifications for new sectors in coopering, blinds and awnings, musical instrument making and repair, piano technology, floor technology, security screens and grills, stained glass and lead lighting. It includes revised qualifications in soft furnishing. It also includes reformatting of all units of competency and qualifications to comply with the new template requirements and to include employability skills. Imported units in all existing qualifications have been replaced with current versions.
1.00	10 February 2003	Primary release

Imprint

LMF02 Furnishing Training Package

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Manufacturing Industry Skills Council at <http://www.mskills.com.au> to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
6	23 March 2011	Inclusion of two new units of competency for architectural hardware specifying (LMFAH4001A and LMFAH4002A) as electives in LMF40202. ISC updates: <ul style="list-style-type: none"> All qualifications adjusted for flexibility requirements and inclusion of sustainability units of competency Four generic LMF units replaced with MSA generic units. Refer to History and Summary Mapping for details.
5.01	July 2010	ISC updates to two qualifications for flexibility requirements. One unit added to importation allowance and accredited courses included in LMF10108 and LMF30602.
5.00	November 2009	Version 5 incorporates one new Certificate IV qualification: <ul style="list-style-type: none"> LMF40609 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces Eight (8) new LMF specialist units and four (4) additional units imported from other Training Packages have been included. Refer to History below for details. In addition, typographical errors have been corrected in the
		Range Statement for the following unit: <ul style="list-style-type: none"> LMFGG2007B Process glass by basic machines

		All items listing equipment should be 'May include'.
4.00	4 May 2009	Version 4 incorporates units of competency and qualifications for kitchens and bathrooms.
3.00	February 2009	Version 3 incorporates units of competency and qualifications for new sectors in interior decoration and design and furniture design and technology. It also includes a modified Certificate I in Furnishing. Errors and omissions identified in LMF02v2 have been corrected - see History below for details.
2.00	TBA	Version 2 incorporates units and qualifications for new sectors in coopering, blinds and awnings, musical instrument making and repair, piano technology, floor technology, security screens and grills, stained glass and lead lighting. It includes revised qualifications in soft furnishing. It also includes reformatting of all units of competency and qualifications to comply with the new template requirements and to include employability skills. Imported units in all existing qualifications have been replaced with current versions.
1.00	10 February 2003	Primary release

History

History

Version 6

- All LMF02 qualifications have been amended as follows:
- Certificate II to Advanced Diploma have had *MSAENV272B Participate in environmentally sustainable work practices* added to the core – this has involved increasing the number of units required to compete the qualification in most cases as otherwise the sustainability unit would have replaced a technical unit that has been deemed necessary for the outcome. In future stakeholders may be prepared to reduce the overall unit requirements without losing the technical integrity of the qualification.
- Certificates IV and Diploma have had *MSAENV472B Implement and monitor environmentally sustainable work practices* added to the electives
- Advanced Diplomas have had *MSAENV672B Develop workplace policy and procedures for environmental sustainability* added to the electives
- Wherever used *LMFCR0001B Follow safe working policies and practices* has been replaced by *MSAPMOHS100A Follow OHS procedures* in Certificates I and II and by *MSAPMOHS200A Work safely* for Cert III and above.
- Wherever used *LMFCR0002B Communicate in the workplace* has been replaced by *MSAPMSUP102A Communicate in the workplace*
- Wherever used *LMFCR0003B Carry out measurements and calculations* has been replaced by *MSAPMOPS101A Make measurements*
- Wherever used *LMFCR0004B Work effectively with others* has been replaced by *MSAPMSUP106A Work in a team*
- Qualification notes have been revised to include a more detailed qualification description, extended job roles/employment outcomes and application, information on pathways into and from the qualification, licensing advice and a common format for the packaging rules
- Electives have been grouped as A, B etc. and all qualifications have a group defining allowable importation from units in the LMF Package, other Training Packages and accredited courses. Where previous packaging did not allow enough imported units it has been amended to the minimum required; where it was already more than required it has been kept as is
- Packaging has been amended to meet the NQC flexibility rules and remove entry requirements, including some ambiguous references to completion of lower level qualifications in packaging advice in order to achieve the outcome (exception see comment on LMF60102 Advanced Diploma of Furnishing Management)
- One superseded imported unit has been updated: TLID307E.

Version 5

The following qualification and new units have been incorporated into LMF02v5:

LMF40609 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces

New units	
LMFKB4001A	Determine spatial planning considerations for kitchen designs
LMFKB4002A	Research, recommend and specify materials, components and finishes for kitchen designs
LMFKB4003A	Identify and document services required to support kitchen and bathroom designs

LMFKB4004A	Determine spatial planning considerations for bathroom designs
LMFKB4005A	Research, recommend and specify materials, components and finishes for bathroom designs
LMFKB4006A	Prepare quotation and contract documentation for design project
LMFKB4007A	Design ancillary residential cabinetry
LMFKB4008A	Determine layout for laundry components
New imported units	
BSBSMB403A	Market the small business
BSBCUS402	Address customer needs
BSBSMB406A	Manage small business finances
BSBMKG413A	Promote products and services

Version 4 - summary of changes to LMF02 Version 3

Revised qualification
LMF20309 Certificate II in Furniture Making
New qualifications
LMF32009 Certificate III in Kitchens and Bathrooms (Client Services)
LMF32109 Certificate III in Cabinet Making

A total of 37 units of competency for inclusion in LMF02 have been endorsed. These are made up of:

10 new LMF specialist units

27 units imported from other Training Packages (not previously imported to LMF).

Description of changes to LMF02 Version 3

The key changes from LMF02 Version 2 to LMF02 Version 3 are:

- The inclusion of units of competency and qualifications in two new sectors:
 - Interior decoration and design
 - Furniture design and technology

- Revision of the Certificate I in Furnishing to include a pathway for interior decoration and design
- Modification of the Certificate I in Furnishing to remove pathways inserted in error for security screens and grills, and stained glass and lead lighting (these sectors do not have a Certificate I pathway).
-
- **Errors and omissions in Version 2 corrected in Version 3**

The following errors in LMF02v2 have been corrected in the packaging rules and summary mapping tables.

Error	Correction	Qualifications affected
LMFBA2005A – incorrect title	Correct title is: <i>LMFBA2005A Construct roll up and pull down style blinds and awnings</i>	LMF10102, 21008 and 31808
BSBSMG402A BSBSMG403A	Correct codes are: <i>BSBSMB402A BSBSMB403A</i>	LMF40308 and 50308
Unit coded LMFBA2003A in blinds and awnings certificate does not exist	Unit removed from table and number of specialist units to be chosen from Group 2 adjusted to 14. Number from Group 3 adjusted to 6. No change to overall numbers.	LMF31808
LMFFL3001A	LMFFL3001B	LMF31208
CUVDES01B	CUVDES01A	LMF31408
LMFFM2002B	Correct title is <i>Assemble furnishing components</i>	LMF31508
CUVCOR07B LMFGN2002B CUVVSP14B	Listed twice in same group – corrected	LMF31708
TLIA1007C	Unit code should be: <i>TLID1007C</i>	LMF31808
TLID307B	TLID307D	LMF31808
CUVICS04B	CUVICS04A	LMF40308 and LMF50308

Wrong version code:

LMFMB2001A
LMFMB2002A
LMFMB2003A
LMFMB2004A

LMFMB2001B
LMFMB2002B
LMFMB2003B
LMFMB2004B

LMF20502

Units incorrectly loaded to NTIS in Version 2:

LMFPT3004

Correct code is
LMFPT3004A

LMFFF1001B

Unit loaded with incorrect
PCs for elements 3 and 4

Summary of AQF qualifications in this Training Package

Code	Title
LMF10108	Certificate I in Furnishing
LMF20202	Certificate II in Furniture Finishing
LMF20309	Certificate II in Furniture Making
LMF20402	Certificate II in Glass and Glazing
LMF20502	Certificate II in Mattress and Base Making
LMF20602	Certificate II in Picture Framing
LMF20702	Certificate II in Soft Furnishing
LMF20802	Certificate II in Upholstery
LMF20908	Certificate II in Flooring Technology
LMF21008	Certificate II in Blinds and Awnings
LMF21108	Certificate II in Security Screens and Grills
LMF21208	Certificate II in Stained Glass and Lead Lighting
LMF21308	Certificate II in Coopering
LMF30202	Certificate III in Furniture Finishing

LMF30302	Certificate III in Furniture Making
LMF30502	Certificate III in Furniture Making (Wood Machining)
LMF30602	Certificate III in Glass and Glazing
LMF30702	Certificate III in Mattress and Base Making
LMF30802	Certificate III in Picture Framing
LMF30902	Certificate III in Soft Furnishing
LMF31002	Certificate III in Upholstery
LMF31102	Certificate III in Production Upholstery
LMF31208	Certificate III in Flooring Technology
LMF31308	Certificate III in Coopering
LMF31408	Certificate III in Musical Instrument Making and Repair
LMF31508	Certificate III in Piano Technology
LMF31608	Certificate III in Security Screens and Grills
LMF31708	Certificate III in Stained Glass and Lead Lighting
LMF31808	Certificate III in Blinds and Awnings
LMF31908	Certificate III in Interior Decoration (Retail Services)
LMF32009	Certificate III in Kitchens and Bathrooms (Client Services)
LMF32109	Certificate III in Cabinet Making
LMF40202	Certificate IV in Furnishing Technology
LMF40308	Certificate IV in Musical Instrument Making and Repair
LMF40408	Certificate IV in Interior Decoration
LMF40508	Certificate IV in Furniture Design and Technology
LMF40609	Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces
LMF50202	Diploma of Furnishing Technology
LMF50308	Diploma of Stained Glass and Lead Lighting

LMF50408	Diploma of Interior Design and Decoration
LMF50508	Diploma of Furniture Design and Technology
LMF60102	Advanced Diploma of Furnishing Management
LMF60208	Advanced Diploma of Interior Design
LMF60308	Advanced Diploma of Furniture Design and Technology

Units of competency in this Training Package and their prerequisites

Code	Title	Prerequisite
LMFAH4001A	Recommend security technology, hardware and services	None
LMFAH4002A	Prepare architectural door hardware schedules	None
LMFBA1001A	Construct a basic roll up blind	None
LMFBA2001A	Use blinds and awnings sector hand and power tools	None
LMFBA2002A	Set up, operate and maintain blinds and awnings sector static machines	None
LMFBA2004A	Select and apply blinds and awnings sector hardware and fixings	None
LMFBA2005A	Construct roll up and pull down style blinds and awnings	None
LMFBA2006A	Construct vertical-style blinds	None
LMFBA2007A	Construct textiles for canopy-style awnings	None
LMFBA2008A	Construct plastic and timber Venetian-style blinds	None
LMFBA2009A	Construct aluminium Venetian-style blinds	None
LMFBA2010A	Construct metal louvre and canopy hooded style awnings	None
LMFBA2011A	Construct aluminium roll up style awnings	None
LMFBA3001A	Install interior blinds	None
LMFBA3002A	Install exterior blinds and awnings	None

LMFBA3003A	Install timber shutters	None
LMFBA3004A	Construct folding arm style awnings	None
LMFBA3005A	Construct framework for canopy-style awnings	None
LMFBA3006A	Construct pleated-style blinds	None
LMFBA3007A	Construct wood weave-style blinds	None
LMFBA3008A	Construct pelmets	None
LMFBA3009A	Provide advice to customers on blinds and awnings	None
LMFBA4001A	Assess suitability of blinds or awnings	None
LMFCP2001A	Use coopering sector hand and power tools	None
LMFCP2002A	Produce barrels using non-fired processes	None
LMFCP3001A	Apply product and material knowledge to coopering operations	None
LMFCP3002A	Select and season timber for coopering production	None
LMFCP3003A	Produce barrels using fired processes	None
LMFCP3004A	Maintain and repair barrels	None
LMFDN4001B	Produce drawings from design concepts	None
LMFDN4002B	Produce line and component production drawings	None
LMFDN4003B	Produce patterns and/or templates	None
LMFDN4004B	Design, construct and test jigs	None
LMFDN4005B	Work within a furniture design team	None
LMFDN5001B	Generate and transfer complex computer-aided drawings and specifications	None
LMFDN5006B	Manage furniture design	None
LMFFDT4001A	Apply finishing techniques to custom furniture	None
LMFFDT4002A	Assemble custom furniture	None

LMFFDT4003A	Assess and record the lifecycle of a product	None
LMFFDT4004A	Assess environmental impact of a design	None
LMFFDT4005A	Construct and evaluate furniture prototypes and samples	None
LMFFDT4006A	Establish and maintain a safe furniture making work environment	None
LMFFDT4007A	Establish the design brief	None
LMFFDT4008A	Determine occupational health and safety implications of designs	None
LMFFDT4009A	Prepare and present furniture design information	None
LMFFDT4010A	Produce and evaluate developmental furniture models to scale	None
LMFFDT4011A	Set up, operate and maintain basic static woodworking machines for furniture designs	None
LMFFDT4012A	Produce ideation drawings	None
LMFFDT4013A	Research and select furniture finishes	None
LMFFDT4014A	Research and select furniture materials and technology	None
LMFFDT4015A	Research furniture styles and movements	None
LMFFDT4016A	Select, use and maintain hand tools for the creation of custom furniture	None
LMFFDT4017A	Set up and operate a wood turning lathe to produce off-centre work	None
LMFFDT4018A	Produce templates and jigs for custom made furniture	None
LMFFDT5001A	Apply ergonomics, anthropometrics and proxemic considerations to a product	None
LMFFDT5002A	Apply resources sustainably	None
LMFFDT5003A	Assess and resolve technical integrity of a design	None
LMFFDT5004A	Develop self as a furniture designer	None
LMFFDT5005A	Construct custom furniture using advanced techniques	None

LMFFDT5007A	Design a batch or limited production item of furniture	None
LMFFDT5008A	Design a furniture product using high volume technology services (HVTS) in production	None
LMFFDT5009A	Design a one-off item of furniture	None
LMFFDT5010A	Research and recommend alternative manufacturing processes	None
LMFFDT5011A	Research and recommend machine technology	None
LMFFDT5013A	Evaluate furniture design proposals and concepts	None
LMFFDT6001A	Assess economic impact of a design	None
LMFFDT6002A	Design for mass production	None
LMFFDT6003A	Evaluate and participate in design industry networks	None
LMFFDT6004A	Investigate legal requirements for design	None
LMFFDT6005A	Work collaboratively on a design project	None
LMFFF1001B	Complete a basic furniture finishing product	None
LMFFF2001B	Use furniture finishing sector hand and power tools	None
LMFFF2002B	Dismantle/re-assemble furniture	None
LMFFF2003B	Remove surface coatings	None
LMFFF2004B	Prepare surfaces for finishing	None
LMFFF2005B	Maintain spray equipment and booth	None
LMFFF2006B	Apply surface coatings by spray gun	None
LMFFF2007B	Apply stains, fillers and bleach	None
LMFFF2008B	Apply surface coatings by hand	None
LMFFF3001B	Match and make up colours	None
LMFFF3002B	Set up, operate and maintain mechanical coatings systems	None
LMFFF3003B	Apply plural component coatings	None

LMFFF3004B	Apply soft rubber techniques	None
LMFFF3005B	Enhance finishes	None
LMFFF3006B	Repair and touch up surfaces	None
LMFFF3007B	Apply graining and decorative finishes	None
LMFFF3008B	Apply traditional French polishing techniques	None
LMFFF3009B	Set up, operate and maintain CNC coating systems	None
LMFFL1001A	Complete simple floor covering installation	None
LMFFL2001A	Use flooring technology sector hand and power tools	None
LMFFL2002A	Receive and prepare floor covering materials for installation	None
LMFFL2003A	Select, operate and maintain floor covering cutting machine	None
LMFFL2004A	Moisture test timber and concrete floors	None
LMFFL2101A	Remove existing floor coverings	None
LMFFL2102A	Prepare, select and apply smoothing and patching compounds	None
LMFFL2103A	Select and apply appropriate compounds and additives	None
LMFFL2104A	Prepare concrete sub-floors using wet cleaning methods	None
LMFFL2105A	Select, prepare and apply moisture barriers and damp proof membranes to concrete sub-floors	None
LMFFL2106A	Prepare walls for covering	None
LMFFL2107A	Select, operate and maintain grinding equipment	None
LMFFL2108A	Select, operate and maintain shot blasting equipment	None
LMFFL2109A	Select, operate and maintain demolition equipment	None
LMFFL2110A	Select, operate and maintain scarifying equipment	None
LMFFL2111A	Coarse sand timber flooring	None
LMFFL2112A	Install hard underlays	None

LMFFL2201A	Install carpet cushion/underlays and gripper accessories	None
LMFFL2202A	Install unpatterned tufted and bonded carpet floor coverings	None
LMFFL2203A	Install carpet tiles using standard installation procedures	None
LMFFL2204A	Install unpatterned tufted and bonded carpet floor coverings to stairs	None
LMFFL2301A	Install lay flat vinyl floor coverings	None
LMFFL2302A	Install resilient tiles using standard installation procedures	None
LMFFL2501A	Install laminate and engineered timber flooring	None
LMFFL2502A	Install impact and sound absorption underlay	None
LMFFL2503A	Nail strip timber flooring	None
LMFFL2504A	Install expansion joints	None
LMFFL2505A	Install mouldings and edge trims to timber flooring	None
LMFFL3001B	Plan and cost flooring technology work	None
LMFFL3002A	Establish and maintain a safe flooring technology work environment	None
LMFFL3101A	Inspect sub-floors	None
LMFFL3102A	Prepare, select and apply screed to concrete sub-floors	None
LMFFL3201A	Install carpet tiles using custom designs	None
LMFFL3202A	Install adhesive fixed carpet floor coverings	None
LMFFL3203A	Install commercial carpet floor coverings	None
LMFFL3204A	Install patterned carpet floor coverings	None
LMFFL3205A	Install custom design carpet and decorative finishes	None
LMFFL3206A	Install synthetic textile floor coverings to sports facilities	None
LMFFL3207A	Install carpet floor coverings to custom design stairs	None
LMFFL3301A	Install linoleum floor coverings	None

LMFFL3302A	Install commercial vinyl floor coverings	None
LMFFL3303A	Install resilient floor coverings using custom designs and decorative finishes	None
LMFFL3304A	Install resilient tiles using custom design and decorative finishes	None
LMFFL3305A	Install rubber floor coverings	None
LMFFL3306A	Install resilient sheet to walls	None
LMFFL3307A	Install resilient sheet to bench and countertops	None
LMFFL3308A	Install anti-static resilient floor coverings	None
LMFFL3309A	Install conductive resilient floor coverings	None
LMFFL3310A	Cut and install resilient floor coverings to stairs	None
LMFFL3401A	Mix and apply epoxy and seamless floor coverings	None
LMFFL3402A	Apply solvent based coatings to timber floors	None
LMFFL3403A	Apply water based coatings to timber floors	None
LMFFL3404A	Apply oil based coatings to timber floors	None
LMFFL3405A	Apply composite based coatings	None
LMFFL3406A	Apply emulsion wax coatings	None
LMFFL3407A	Apply stains and fillers	None
LMFFL3501A	Adapt and apply custom designs to timber flooring	None
LMFFL3502A	Cut and install timber flooring to stairs	None
LMFFL3503A	Install direct stick timber flooring	None
LMFFL3504A	Detect defective timber flooring	None
LMFFL3505A	Install block parquetry flooring	None
LMFFL3506A	Install cork tiles	None
LMFFL3507A	Install patterned parquetry	None

LMFFL3508A	Install sheet mosaic parquetry	None
LMFFL3509A	Install sprung timber flooring	None
LMFFL3510A	Install strip timber flooring onto battens	None
LMFFL3511A	Install strip flooring onto plywood	None
LMFFL3512A	Repair timber flooring	None
LMFFL3513A	Maintain timber, Laminate and engineered flooring	None
LMFFL3601A	Fine sand timber flooring	None
LMFFL3602A	Edge sand timber flooring	None
LMFFL3603A	Sand cork flooring	None
LMFFL3604A	Sand and fill parquetry flooring	None
LMFFL3605A	Apply finishes to cork flooring	None
LMFFM1001B	Construct a basic timber furnishing product	None
LMFFM1002B	Operate basic woodworking machines	None
LMFFM2001B	Use furniture making sector hand and power tools	None
LMFFM2002B	Assemble furnishing components	None
LMFFM2003B	Select and apply hardware	None
LMFFM2004B	Apply sheet laminates by hand	None
LMFFM2005B	Join solid timber	None
LMFFM2006B	Hand make timber joints	None
LMFFM2007B	Follow plans to assemble production furniture	None
LMFFM2008B	Bend and form cane	None
LMFFM2009B	Construct cane furniture	None
LMFFM2010B	Set up, operate and maintain basic static machines	None
LMFFM2011B	Apply manufactured board conversion techniques	None
LMFFM2012B	Set up, operate and maintain pressure and clamping	None

	machines	
LMFFM3001B	Construct chair and couch frames	None
LMFFM3002B	Construct furniture using leg and rail method	None
LMFFM3003B	Produce angled and curved furniture using manufactured board	None
LMFFM3004B	Produce angled and curved furniture using solid timber	None
LMFFM3005B	Fabricate custom furniture	None
LMFFM3006B	Install furnishing products	None
LMFFM3007B	Prepare and apply decorative surfaces for furniture	None
LMFFM3010B	Select timbers for furniture production	None
LMFFM3011B	Produce manual and computer-aided production drawings	None
LMFFM3012B	Prepare cutting list from plans and job specifications	None
LMFFM3013B	Measure and draw site layout for manufactured furniture products	None
LMFFM3020B	Set up, operate and maintain sawing machines	None
LMFFM3021B	Set up, operate and maintain drilling machines	None
LMFFM3022B	Set up, operate and maintain joining machines	None
LMFFM3023B	Set up, operate and maintain planing and finishing machines	None
LMFFM3024B	Set up, operate and maintain multi-head planing and moulding machines	None
LMFFM3025B	Set up, operate and maintain routing and shaping machines	None
LMFFM3026B	Set up, operate and maintain mechanical wood turning lathes	None
LMFFM3027B	Set up, operate and maintain automated edge banding machines	None
LMFFM3028B	Fabricate synthetic solid surface products	None
LMFFM3030B	Set up, operate and maintain CNC sizing machines	None
LMFFM3031B	Set up, operate and maintain CNC machining and processing	None

	centres	
LMFFM3032B	Produce and maintain cutting tools	None
LMFFM3033B	Construct jigs and fixtures	None
LMFFM4005A	Hand carve wood to custom design	None
LMFFM4006A	Construct joints for custom furniture	None
LMFFM4007A	Produce curved and shaped components for custom furniture	None
LMFFM4008A	Produce timber veneered components for custom furniture	None
LMFFT4001B	Coordinate on-site installation of furnishing products	None
LMFFT4002B	Customise stock lines	None
LMFFT4003B	Organise production processes	None
LMFFT4004B	Establish and monitor production inventory requirements	None
LMFFT4005B	Install and commission CNC software	None
LMFFT4006B	Construct prototypes and samples	None
LMFFT4007B	Sample, inspect and test products to specifications	None
LMFFT4008B	Interpret and use workplace information	None
LMFFT4009B	Match furnishing style/materials to customer requirements	None
LMFFT4010B	Identify and calculate production costs	None
LMFFT4011B	Purchase materials and consumables	None
LMFFT4012B	Prepare a tender submission	None
LMFFT5001B	Evaluate and select production materials and equipment	None
LMFFT5002B	Establish and develop production processes and area layout	None
LMFFT5003B	Manage installation and commissioning of equipment	None
LMFFT5004B	Develop and document procedures and specifications	None
LMFFT5005B	Organise enterprise maintenance programs	None
LMFFT5006B	Plan production	None

LMFFT5010B	Optimise CNC operations	None
LMFFT5011B	Develop, trial and evaluate prototypes	None
LMFFT5012B	Determine production feasibility of designs	None
LMFFT5013B	Develop products and related processes	None
LMFFT5014B	Establish and monitor business information systems	None
LMFFT5015B	Establish and implement contracts for external goods or services	None
LMFFT5016B	Establish customer contracts	None
LMFFT6001B	Research and evaluate products, materials and processes	None
LMFGG1001B	Complete a basic glass and glazing project	None
LMFGG2001B	Use glass and glazing sector hand and power tools	None
LMFGG2002B	Apply First Aid	None
LMFGG2003B	Operate glass freefall rack and table	None
LMFGG2004B	Process thin glass by hand	None
LMFGG2005B	Move glass sheets by hand	None
LMFGG2006B	Move single glass sheets by mechanical means	None
LMFGG2007B	Process glass by basic machines	None
LMFGG2008B	Glaze/re-glaze residential windows and doors	None
LMFGG2009B	Fabricate and assemble metal frames	None
LMFGG2010B	Fabricate and install insect and security screens	None
LMFGG3001B	Store and handle glass	None
LMFGG3002B	Assess glass and glazing requirements	None
LMFGG3003B	Move block/bulk glass sheet by mechanical means	None
LMFGG3004B	Process thick glass by hand	None
LMFGG3005B	Process glass by semi-automatic and automatic machines	None

LMFGG3006B	Apply film to glass	None
LMFGG3007B	Form glass	None
LMFGG3008B	Apply patterns and designs to glass	None
LMFGG3009B	Set up and operate glass laminating equipment	None
LMFGG3010B	Set up and operate glass toughening equipment	None
LMFGG3011B	Set up and operate glass silvering equipment	None
LMFGG3012B	Set up and operate insulated glass unit manufacturing equipment	None
LMFGG3013B	Construct and repair leadlight panels	None
LMFGG3014B	Prepare and install mirrors	None
LMFGG3015B	Fabricate and install shower screens and wardrobe doors	None
LMFGG3016B	Fabricate and install residential windows and doors	None
LMFGG3017B	Fabricate and install commercial glazing	None
LMFGG3018B	Prepare and install architectural engineered glazing	None
LMFGG3019B	Conduct commercial and structural glazing	None
LMFGN2002B	Move and store materials and products	None
LMFGN3001B	Read and interpret work documents	None
LMFGN3002B	Estimate and cost job	None
LMFID1001A	Plan the decoration of a simple space	None
LMFID3002A	Source and specify decoration products	None
LMFID3005A	Style a retail display	None
LMFID4001A	Research, analyse and apply colour for interior spaces	None
LMFID4002A	Decorate residential interiors	None
LMFID4003A	Prepare a materials board for client presentation	None
LMFID4004A	Research and recommend furniture and accessories	None

LMFID4005A	Research and recommend soft furnishings for interiors	None
LMFID4006A	Research and recommend hard materials and finishes for interiors	None
LMFID4007A	Identify materials, construction techniques and methods used in building interiors	None
LMFID4008A	Assess interior light and recommend light fittings	None
LMFID4009A	Research architectural styles and movements	None
LMFID4010A	Research interior decoration and design influences	None
LMFID4011A	Determine occupational health and safety implications of interior effects	None
LMFID5001A	Design residential interiors	None
LMFID5002A	Develop a decoration proposal for a complex site	None
LMFID5003A	Evaluate site for interior design brief	None
LMFID5004A	Specify structural elements, systems and services for interior spaces	LMFID5003A
LMFID5005A	Explore and apply creative design methodology to interior space	None
LMFID5006A	Design interior lighting	LMFID4008A
LMFID5007A	Decorate for events	None
LMFID5008A	Design for people with disabilities and the elderly	None
LMFID5009A	Research and recommend colour and applied finishes	LMFID4001A
LMFID5010A	Provide interior styling service	None
LMFID5011A	Specify soft furnishings for complete interior solution	None
LMFID5012A	Research and recommend artwork	None
LMFID5013A	Design for small to medium scale commercial or institutional interiors	None
LMFID5014A	Use CAD applications to complete models and documentation for interior design projects	None

LMFID5015A	Decorate interiors for restoration projects	None
LMFID6001A	Resolve complex spatial design problems through modelling	None
LMFID6002A	Apply 3-D visualisation techniques to represent interior designs	LMFID5014A
LMFID6003A	Design for large scale commercial or institutional interiors	None
LMFID6004A	Design interiors for hospitality environments	None
LMFID6005A	Design for retail interiors	None
LMFID6006A	Design for conservation and restoration projects	None
LMFID6007A	Select and instruct consultants and contractors	None
LMFID6008A	Evaluate design project outcomes	None
LMFID6009A	Produce digital presentations for commercial projects	LMFID5014A
LMFKB2001A	Prepare for cabinet installation	None
LMFKB2002A	Provide assistance in cabinet installation	None
LMFKB3001A	Identify processes in kitchen and bathroom projects	None
LMFKB3002A	Determine requirements for installation of cabinets	None
LMFKB3003A	Check and measure fit of cabinets	None
LMFKB3004A	Conduct on-site adjustments to cabinets and components	None
LMFKB3005A	Fabricate cabinets for the built-in environment	None
LMFKB3006A	Install fitted cabinets and components	None
LMFKB3007A	Provide advice on cabinet design features	None
LMFKB3008A	Identify cabinet construction and installation methods	None
LMFKB4001A	Determine spatial planning considerations for kitchen designs	None
LMFKB4002A	Research, recommend and specify materials, components and finishes for kitchen designs	None
LMFKB4003A	Identify and document services required to support kitchen	None

	and bathroom designs	
LMFKB4004A	Determine spatial planning considerations for bathroom designs	None
LMFKB4005A	Research, recommend and specify materials, components and finishes for bathroom designs	None
LMFKB4006A	Prepare quotation and contract documentation for design project	None
LMFKB4007A	Design ancillary residential cabinetry	None
LMFKB4008A	Determine layout for laundry components	None
LMFMB1001B	Complete a basic mattress and base product	None
LMFMB2001B	Use mattress and base sector hand and power tools	None
LMFMB2002B	Prepare and assemble base unit	None
LMFMB2003B	Assemble mattress components	None
LMFMB2004B	Cut mattress and base fabrics	None
LMFMB3001B	Assemble springs for mattresses	None
LMFMB3002B	Make springs for mattresses and bases	None
LMFMB3003B	Set up, operate and maintain a tape edging machine	None
LMFMB3004B	Set up, operate and maintain a quilting machine	None
LMFMI3001A	Assemble instrument components	None
LMFMI3002A	Construct and apply decorative treatments and finishes to musical instruments	None
LMFMI3003A	Manufacture acoustic guitars	None
LMFMI3004A	Manufacture brass instruments	None
LMFMI3005A	Manufacture electric guitars	None
LMFMI3006A	Manufacture percussion instruments	None
LMFMI3007A	Manufacture special stringed instruments	None
LMFMI3008A	Manufacture stringed instruments	None

LMFMI3009A	Repair brass instruments	None
LMFMI3010A	Repair percussion instruments	None
LMFMI3011A	Repair woodwind instruments	None
LMFMI4001A	Repair acoustic guitars	None
LMFMI4002A	Repair electric guitars	None
LMFMI4003A	Repair special stringed instruments	None
LMFMI4004A	Repair stringed instruments	None
LMFPPF1001B	Frame a simple artwork	None
LMFPPF2001B	Use picture framing sector hand and power tools	None
LMFPPF2002B	Cut mouldings to length	None
LMFPPF2003B	Join mouldings	None
LMFPPF2004B	Mount artwork	None
LMFPPF2005B	Cut mat boards	None
LMFPPF2006B	Cut and handle glazing materials for framing	None
LMFPPF2007B	Assemble artwork package (basic)	None
LMFPPF2008B	Recognise and repair finishes of framing materials	None
LMFPPF3001B	Deframe artwork	None
LMFPPF3002B	Decorate mat boards	None
LMFPPF3003B	Set up and operate CNC machines	None
LMFPPF3004B	Prepare textiles for framing	None
LMFPPF3005B	Recognise and handle artwork for framing	None
LMFPPF3006B	Prepare design requirements for framing	None
LMFPPF3007B	Apply frame finishes	None
LMFPPF3008B	Assemble artwork package (complex)	None
LMFPPF3009B	Install artwork	None

LMFPP4001B	Design and construct ornamental frames	None
LMFPP4002B	Determine and apply gilding techniques	None
LMFPT3001A	Develop knowledge of piano industry	None
LMFPT3002A	Select materials for piano repair and manufacture	None
LMFPT3003A	Repair upright and grand piano actions, keys and pedals	None
LMFPT3004A	Rebuild upright and grand piano actions, keys and pedals	None
LMFPT3005A	Re-string and re-pin a piano	None
LMFPT3006A	Regulate actions keys and pedals of upright pianos	None
LMFPT3007A	Regulate actions keys and pedals of grand pianos	None
LMFPT3008A	Understand piano tuning theory and basic acoustics	None
LMFPT3009A	Develop control of tuning hammers	None
LMFPT3010A	Pitch raise	LMFPT3007A
LMFPT3011A	Tune unisons aurally to a beatless condition	LMFPT3007A
LMFPT3012A	Tune octaves aurally to appropriate stretch	None
LMFPT3013A	Tune a temperament octave to produce an equally tempered scale	None
LMFPT3014A	Tune a piano aurally and-or electronically within time and accuracy constraints	(LMFPT3007A LMFPT3008A LMFPT3009A LMFPT3010A)
LMFPT3015A	Voice a piano	None
LMFPT3016A	Provide advice to customers on piano tuning and repair	None
LMFSF1001B	Produce basic soft furnishing accessories	None
LMFSF2001B	Cut single layer fabrics	None
LMFSF2002B	Machine sew materials	None
LMFSF2003B	Machine sew using specific techniques	None

LMFSF2004B	Hand sew soft furnishings	None
LMFSF2005B	Operate a steam press	None
LMFSF2006B	Calculate fabric quantities for window coverings	None
LMFSF2007B	Construct unlined curtains/drapes	None
LMFSF2008B	Construct lined curtains/drapes	None
LMFSF2009B	Construct padded pelmets	None
LMFSF2010B	Make up tracks for window coverings	None
LMFSF2011B	Fit and adjust curtain hardware	None
LMFSF2012B	Fit and adjust interior blinds	None
LMFSF2013B	Dress windows	None
LMFSF2014B	Use soft furnishing sector hand and power tools	None
LMFSF3001B	Operate drop cutting machines	None
LMFSF3002B	Use automated curtain pleating equipment	None
LMFSF3003B	Follow patterns to produce window toppings	None
LMFSF3004B	Construct Roman-style blinds	None
LMFSF3005B	Construct Austrian/festoon-style blinds	None
LMFSF3006B	Chemically join textiles	None
LMFSF3007B	Lay out patterns and cut fabrics	None
LMFSF3008B	Measure up and calculate fabric quantities for window coverings	None
LMFSF3009B	Manufacture bedspreads	None
LMFSF3010B	Manufacture bed linen and table cloths	None
LMFSF3011B	Advise customers on interior decoration	None
LMFSF3012B	Install motorised curtains and blinds	None
LMFSF3013B	Follow patterns to produce soft furnishing accessories	None

LMFSF3014B	Provide technical advice to customers	None
LMFSL2001A	Assemble lead light and stained glass components	None
LMFSL3001A	Apply product and material knowledge to lead light and stained glass operations	None
LMFSL3002A	Paint glass	None
LMFSL3003A	Fire glass	None
LMFSL3004A	Protect stained glass and lead lighting	None
LMFSL3005A	Fabricate and install residential lead light and stained glass windows and doors	None
LMFSL3006A	Prepare and install architectural engineered lead light and stained glass	None
LMFSL5001A	Assess conservation requirements	None
LMFSL5002A	Remove heritage lead light and stained glass	None
LMFSL5003A	Conserve heritage lead light and stained glass	None
LMFSL5004A	Install heritage lead light and stained glass	None
LMFSL5005A	Apply innovation in contemporary lead light and stained glass	None
LMFSS2001A	Use security screens and grills hand and power tools	None
LMFSS2002A	Rectify faults in product	None
LMFSS2003A	Prepare product for Australian Standards testing	None
LMFSS2004A	Undertake surface preparation	None
LMFSS3001A	Install and replace security screens and grills	None
LMFSS3002A	Apply patterns and designs to security screens and grills	None
LMFSS3003A	Resolve quality and compliance issues	None
LMFUP1001B	Complete a basic upholstery project	None
LMFUP2001B	Use upholstery sector hand and power tools	None

LMFUP2002B	Fit upholstery components	None
LMFUP2003B	Apply contemporary foundations to upholstered furniture	None
LMFUP2004B	Machine sew upholstery final cover materials (basic)	None
LMFUP2005B	Develop cutting plan and cut single layer upholstery fabric	None
LMFUP2006B	Dismantle/re-assemble furniture for upholstering	None
LMFUP3001B	Apply traditional foundations to upholstered furniture	None
LMFUP3002B	Fit and apply final cover materials to furniture using basic techniques	None
LMFUP3003B	Fit and apply final cover materials to furniture using decorative techniques	None
LMFUP3004B	Lay out patterns and cut leather	None
LMFUP3005B	Machine sew upholstery final cover materials (complex)	None
LMFUP3006B	Fit and apply leather to furniture	None
LMFUP3007B	Manufacture and fit loose covers	None
LMFUP3008B	Apply finishing techniques to upholstered furniture	None
LMFUP3009B	Develop cutting plan and cut multiple layer upholstery fabric	None
LMFUP3010B	Cut, sew and fit skirts to upholstered furniture	None
LMFUP3011B	Cut, sew and fit or fill cushions	None
LMFUP3012B	Apply marine sewing and installation techniques	None
LMFUP3013B	Cut and sew canvas and acrylics	None
LMFUP3014B	Set up, operate and maintain CNC cutting machines	None
BCG2007A	Operate Elevated Work Platforms (EWP)	TBA
BCGBC4037A	Prepare drawing for heritage works	BCG03
BSBADM311A	Maintain business resources	BSB07
BSBADV512A	Develop an advertising strategy and brief	TBA

BSBCCO304A	Provide sales solutions to customers	TBA
BSBCMM301A	Process customer complaints	BSB07
BSBCRT401A	Articulate, present and debate ideas	BSB07
BSBCRT402A	Collaborate in a creative process	BSB07
BSBCRT403A	Explore the history and social impact of creativity	BSB07
BSBCRT501A	Originate and develop concepts	BSB07
BSBCRT601A	Research and apply concepts and theories of creativity	BSB07
BSBCUS201A	Deliver a service to customers	BSB07
BSBCUS301A	Deliver and monitor a service to customers	BSB07
BSBCUS401A	Coordinate implementation of customer service strategies	BSB07
BSBCUS402A	Address customer needs	BSB07
BSBDES201A	Follow a design process	BSB07
BSBDES202A	Evaluate the nature of design in a specific industry context	BSB07
BSBDES301A	Explore the use of colour	BSB07
BSBDES302A	Explore and apply the creative design process to 2D forms	BSB07
BSBDES303A	Explore and apply the creative design process to 3D forms	BSB07
BSBDES304A	Source and apply design industry knowledge	BSB07
BSBDES305A	Source and apply information on the history and theory of design	BSB07
BSBDES401A	Generate design solutions	BSB07
BSBDES403A	Develop and extend design skills and practice	BSB07
BSBDES502A	Establish, negotiate and refine a design brief	BSB07
BSBDES601A	Manage design realisation	BSB07
BSBDES602A	Research global design trends	BSB07
BSBFIA301A	Maintain financial records	BSB07

BSBFLM309C	Support continuous improvement systems and processes	BSB07
BSBFLM312B	Contribute to team effectiveness	TBA
BSBINM601A	Manage knowledge and information	BSB07
BSBINN201A	Contribute to workplace innovation	BSB07
BSBITU101A	Operate a personal computer	BSB07
BSBITU306A	Design and produce business documents	BSB07
BSBMGT402A	Implement operational plan	BSB07
BSBMGT605B	Provide leadership across the organisation	BSB07
BSBMGT608A	Manage innovation and continuous improvement	BSB01
BSBMGT616A	Develop and implement strategic plans	BSB07
BSBMGT617A	Develop and implement a business plan	BSB07
BSBMKG413A	Promote products and services	BSB07
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07
BSBMKG605B	Evaluate international marketing opportunities	BSB07
BSBMKG608A	Develop organisational marketing objectives	BSB07
BSBMKG609A	Develop a marketing plan	BSB07
BSBOHS407A	Monitor a safe workplace	BSB07
BSBPMG510A	Manage projects	BSB07
BSBPRO301A	Recommend products and services	BSB07
BSBPRO401A	Develop product knowledge	BSB07
BSBRKG304B	Maintain business records	BSB07
BSBRSK501A	Manage risk	BSB07
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07
BSBSMB402A	Plan small business finances	BSB07

BSBSMB403A	Market the small business	BSB07
BSBSMB403A	Market the small business	BSB07
BSBSMB404A	Undertake small business planning	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSMB407A	Manage a small team	BSB07
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07
BSBWOR204A	Use business technology	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
CPCCOHS1001A	Work safely in the construction industry	CPC08
CUFANM302A	Create 3D digital animations	CUF07
CUFANM303A	Create 3D digital models	CUF07
CUFANM502A	Create 3D digital environments	CUF07
CUFDIG303A	Produce and prepare photo images	CUF07
CUFDIG304A	Create visual design components	CUF07
CUFDIG507A	Design digital simulations	CUF07
CULMS010B	Contribute to the preservation of cultural material	CUL04
CUVCOR04B	Originate concept for own work and conduct critical discourse	CUV03
CUVCOR07B	Use drawing techniques to represent the object or idea	CUV03
CUVCOR08B	Produce drawings to represent and communicate the concept	CUV03
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept	CUV03
CUVCRS03B	Produce computer-aided drawings	CUV03

CUVCRS04B	Produce technical drawings	CUV03
CUVDES01A	Apply colour theory in response to a brief	TBA
CUVDSP07B	Research and apply techniques for graphic design	CUV03
CUVDSP11B	Research and apply techniques for illustrative work	CUV03
CUVDSP15B	Research and apply techniques for application to spatial design	CUV03
CUVICS04A	Originate and develop a concept	TBA
CUVVSP01B	Produce calligraphy	CUV03
CUVVSP02B	Research and experiment with techniques to produce calligraphy	CUV03
CUVVSP14B	Apply techniques to produce drawings	CUV03
CUVVSP15B	Produce drawings	CUV03
LMTTF2014A	Weld plastic materials	LMT07
LMTTF3004A	Perform advanced welding of plastic materials	LMT07
MEM05003B	Perform soft soldering	MEM05
MEM05007C	Perform manual heating and thermal cutting	MEM05
MEM05012C	Perform routine manual metal arc welding	MEM05
MEM05050B	Perform routine gas metal arc welding	MEM05
MEM06001B	Perform hand forging	MEM05
MEM15001B	Perform basic statistical quality control	MEM05
MEM16006A	Organise and communicate information	MEM05
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM05
MEM16008A	Interact with computing technology	MEM05
MEM16013A	Operate in a self-directed team	MEM05
MEM18001C	Use hand tools	MEM05

MEM30001A	Use computer aided drafting systems to produce basic engineering drawings	MEM05
MEM30004A	Use CAD to create and display 3D models	MEM05
MEM30024A	Participate in quality assurance techniques	MEM05
MSACMC210A	Manage the impact of change on own work	MSA07
MSACMC614A	Develop a communications strategy to support production	MSA07
MSACMS200A	Apply competitive manufacturing practices	MSA07
MSACMS201A	Sustain process improvements	MSA07
MSACMS601A	Analyse and map a value chain	MSA07
MSACMS602A	Manage a value chain	MSA07
MSACMS603A	Develop manufacturing related business plans	MSA07
MSACMT220A	Apply quick changeover procedures	MSA07
MSACMT221A	Apply Just in Time (JIT) procedures	MSA07
MSACMT230A	Apply cost factors to work practices	MSA07
MSACMT231A	Interpret product costs in terms of customer requirements	MSA07
MSACMT240A	Apply 5S procedures in a manufacturing environment	MSA07
MSACMT250A	Monitor process capability	MSA07
MSACMT251A	Apply quality standards	MSA07
MSACMT260A	Use planning software systems in manufacturing	MSA07
MSACMT261A	Use SCADA systems in manufacturing	MSA07
MSACMT270A	Use sustainable energy practices	MSA07
MSACMT271A	Use sustainable environmental practices	MSA07
MSACMT280A	Undertake root cause analysis	MSA07
MSACMT281A	Contribute to the application of a proactive maintenance strategy	MSA07

MSACMT430A	Improve cost factors in work practices	MSA07
MSACMT432A	Analyse manual handling processes	MSA07
MSACMT450A	Undertake process capability improvements	MSA07
MSACMT452A	Apply statistics to processes in manufacturing	MSA07
MSACMT630A	Optimise cost of product	MSA07
MSACMT631A	Undertake value analysis of product costs in terms of customer requirements	MSA07
MSACMT650A	Determine and improve process capability	MSA07
MSACMT661A	Determine and establish information collection requirements and processes	MSA07
MSACMT675A	Facilitate the development of a new product	MSA07
MSAENV272B	Participate in environmentally sustainable work practices	MSA07
MSAENV472B	Implement and monitor environmentally sustainable work practices	MSA07
MSAENV672B	Develop workplace policy and procedures for environmental sustainability	MSA07
MSAPMOHS100 A	Follow OHS procedures	MSA07
MSAPMOHS200 A	Work safely	MSA07
MSAPMOPS101A	Make measurements	MSA07
MSAPMOPS363A	Organise on site work	MSA07
MSAPMPER200B	Work in accordance with an issued permit	TBA
MSAPMSUP102A	Communicate in the workplace	MSA07
MSAPMSUP106A	Work in a team	MSA07
MSAPMSUP201A	Receive or despatch goods	MSA07
MSAPMSUP240A	Undertake minor maintenance	MSA07

MSAPMSUP273A	Handle goods	MSA07
MSAPMSUP390A	Use structured problem solving tools	MSA07
PSPPROC602A	Direct the management of contracts	TBA
SIRRMER009A	Produce perspective drawings, plans and elevations	SIR07
SIRRMER020A	Create and implement exhibition space	SIR07
SIRRRPK010A	Recommend home and home improvement products and services	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXSLS004A	Build relationships with customers	SIR07
TLIA1107C	Package goods	TLI07
TLIA1307C	Receive goods	TLI07
TLIA1607C	Use inventory systems to organise stock control	TLI07
TLIA2107C	Despatch stock	TLI07
TLID1007C	Operate a forklift	TLI07
TLID207C	Shift a load using manually-operated equipment	TLI07
TLID307E	Handle dangerous goods/hazardous substances	TLI07

Summary mapping – LMF02v6

Changes to units of competency

New units of competency in LMF02v6

Code	Title	Details of change	Comment
LMFAH4001A	Recommend security technology, hardware and services	New unit	
LMFAH4002A	Prepare architectural door hardware schedules	New unit	

Code	Title	Details of change	Comment
LMFAH4001A	Recommend security technology, hardware and services	New unit	
MSAENV272B	Participate in environmentally sustainable work practices	New to LMF02	
MSAPMSOHS100A	Follow OHS procedures	New to LMF02. Replaces LMFCR0001B	Equivalent

Updated imported units in LMF02v6

Code	Title	Details of change	Comment
MSAENV472B	Implement and monitor environmentally sustainable work practices	Updated from A version	Equivalent
MSAENV672B	Develop workplace policy and procedures for environmental sustainability	Updated from A version	Equivalent
TLID307E	Handle dangerous goods/hazardous substances	Updated from D version	Equivalent

Units not carried forward in LMF02v6

Code	Title	Details of change	Comment
LMFCR0001B	Follow safe working policies and practices	Replaced by MSAPMOHS100A <i>Follow OHS procedures</i>	Equivalent
LMFCR0002B	Communicate in the workplace	Replaced by MSAPMSUP102A <i>Communicate in the workplace</i>	Equivalent
LMFCR0003B	Carry out measurements and calculations	Replaced by MSAPMOPS <i>Make measurements</i>	Equivalent
LMFCR0004B	Work effectively with others	Replaced by MSAPMSUP106A <i>Work in a</i>	Equivalent

Code	Title	Details of change	Comment
LMFCR0001 B	Follow safe working policies and practices	Replaced by MSAPMOHS100A <i>Follow OHS procedures</i>	Equivalent
		<i>team</i>	

LMF02v6 – ISC upgrade changes to qualifications

All qualifications have been adjusted as follows:

to meet the 1/3 elective and 1/6 importation requirements

to include sustainability units in core and electives

imported units updated

LMF generic units replaced by MSA generic units

Note:

- **Where a sustainability unit has been added to the core, one unit has been added to the total required to maintain the same elective choice.**
- **Overall qualification outcomes are considered equivalent – in all cases, the same units may be selected as chosen previously.**

Code	Title	Details of change
LMF10108	Certificate I in Furnishing	Increase from 6 to 7 units - 4 core, 3 electives (1 import added). LMF generic units replaced with MSA generic units.
LMF20202	Certificate II in Furniture Finishing	Increase from 12 to 13 units – 8 core, 5 electives (2 imports). Ratio of core and electives changed to comply with 1/3 elective requirement. LMF generic units replaced with MSA generic units.
LMF20309	Certificate II in Furniture Making	Increase from 12 to 13 units – 5 core, 8 electives. (3 imports). LMF generic units replaced with MSA generic units.
LMF20402	Certificate II in Glass and Glazing	Increase from 12 to 13 units – 5 core, 8 electives (3 imports). LMF generic units replaced with MSA generic units.
LMF20502	Certificate II in Mattress and Base Making	Increase from 12 to 13 units – 7 core, 6 electives (5 imports). LMF generic units replaced with

Code	Title	Details of change
LMF10108	Certificate I in Furnishing	Increase from 6 to 7 units - 4 core, 3 electives (1 import added). LMF generic units replaced with MSA generic units.
		MSA generic units.
LMF20602	Certificate II in Picture Framing	Increase from 12 to 13 units – 7 core, 6 electives (3 imports). LMF generic units replaced with MSA generic units.
LMF20702	Certificate II in Soft Furnishing	Increase from 12 to 13 units – 6 core, 7 electives (4 imports). LMF generic units replaced with MSA generic units.
LMF20802	Certificate II in Upholstery	Increase from 13 to 14 units – 7 core, 7 electives (4 imports). LMF generic units replaced with MSA generic units.
LMF20908	Certificate II in Flooring Technology	Increase from 13 to 14 units – 6 core, 8 electives (3 imports). LMF generic units replaced with MSA generic units.
LMF21008	Certificate II in Blinds and Awnings	Increase from 13 to 14 units – 6 core, 8 electives (3 imports). LMF generic units replaced with MSA generic units.
LMF21108	Certificate II in Security Screens and Grills	Increase from 12 to 13 units – 8 core, 5 electives (4 imports). LMF generic units replaced with MSA generic units.
LMF21208	Certificate II in Stained Glass and Lead Lighting	Increase from 12 to 13 units – 8 core, 5 electives (3 imports). LMF generic units replaced with MSA generic units.
LMF21308	Certificate II in Coopering	Increase from 12 to 13 units – 6 core, 7 electives (3 imports). LMF generic units replaced with MSA generic units.

Code	Title	Details of change
LMF10108	Certificate I in Furnishing	Increase from 6 to 7 units - 4 core, 3 electives (1 import added). LMF generic units replaced with MSA generic units.
LMF30202	Certificate III in Furniture Finishing	Increase from 22 to 23 units – 10 core, 13 electives (4 imports). LMF generic units replaced with MSA generic units.
LMF30302	Certificate III in Furniture Making	Increase from 27 to 28 units – 15 core, 13 electives (6 imports). LMF generic units replaced with MSA generic units.
LMF30502	Certificate III in Furniture Making (Wood Machining)	Increase from 26 to 27 units – 17 core, 10 imports (5 imports). LMF generic units replaced with MSA generic units.
LMF30602	Certificate III in Glass and Glazing	Increase from 23 to 24 units – 14 core, 10 electives (4 imports) LMF generic units replaced with MSA generic units.
LMF30702	Certificate III in Mattress and Base Making	Increase from 19 to 20 units – 12 core, 8 electives (5 imports) LMF generic units replaced with MSA generic units.
LMF30802	Certificate III in Picture Framing	Increase from 20 to 21 units – 14 core, 7 electives (4 imports) LMF generic units replaced with MSA generic units.
LMF30902	Certificate III in Soft Furnishing	Increase from 19 to 20 units – 6 core, 14 electives (5 imports) LMF generic units replaced with MSA generic units.
LMF31002	Certificate III in Upholstery	Increase from 24 to 25 units – 16 core, 9 electives (5 imports). LMF generic units replaced with MSA generic units.
LMF31102	Certificate III in Production	Increase from 24 to 25 units – 16

Code	Title	Details of change
LMF10108	Certificate I in Furnishing	Increase from 6 to 7 units - 4 core, 3 electives (1 import added). LMF generic units replaced with MSA generic units.
	Upholstery	core, 9 electives (5 imports). LMF generic units replaced with MSA generic units.
LMF31208	Certificate III in Flooring Technology	Increase from 24 to 25 units – 11 core, 14 electives (5 imports). LMF generic units replaced with MSA generic units.
LMF31308	Certificate III in Coopering	Increase from 24 to 25 units – 15 core, 10 electives (5 imports). LMF generic units replaced with MSA generic units.
LMF31408	Certificate III in Musical Instrument Making and Repair	Increase from 24 to 25 – 9 core, 16 electives (6 imports). LMF generic units replaced with MSA generic units.
LMF31508	Certificate III in Piano Technology	Increase from 24 to 25 units – 5 core, 20 electives (5 imports) LMF generic units replaced with MSA generic units.
LMF31608	Certificate III in Security Screens and Grills	Increase from 26 to 27 units – 15 core, 12 electives (10 imports). LMF generic units replaced with MSA generic units.
LMF31708	Certificate III in Stained Glass and Lead Lighting	Increase from 24-25 – 16 core, 9 electives (7 imports). LMF generic units replaced with MSA generic units.
LMF31808	Certificate III in Blinds and Awnings	Increase from 24 to 25 units – 15 core, 10 electives (5 imports). LMF generic units replaced with MSA generic units.
LMF31908	Certificate III in Interior Decoration (Retail Services)	Increase from 12 to 13 units – 4 core, 9 electives (3 imports). LMF generic units replaced with

Code	Title	Details of change
LMF10108	Certificate I in Furnishing	Increase from 6 to 7 units - 4 core, 3 electives (1 import added). LMF generic units replaced with MSA generic units.
		MSA generic units.
LMF32009	Certificate III in Kitchens and Bathrooms (Client Services)	Increase from 12 to 13 units – 8 core, 5 electives (3 imports) LMF generic units replaced with MSA generic units.
LMF32109	Certificate III in Cabinet Making	Increase from 27 to 28 units – 6 core, 22 electives (5 imports). LMF generic units replaced with MSA generic units.
LMF40202	Certificate IV in Furnishing Technology	Increase from 18 to 19 units – 5 core, 14 electives (5 imports) LMF generic units replaced with MSA generic units. New architectural hardware units added to electives.
LMF40308	Certificate IV in Musical Instrument Making and Repair	Increase from 18 to 19 units – 5 core, 14 electives (4 imports) LMF generic units replaced with MSA generic units.
LMF40408	Certificate IV in Interior Decoration	Increase from 18 to 19 units – 8 core, 11 electives (4 imports). Code for LMFFDT4012A corrected, LMFFDT4015A included in electives.
LMF40508	Certificate IV in Furniture Design and Technology	Increase from 18 to 19 units – 6 core, 13 electives (5 imports)
LMF40609	Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces	No change to number required (20) – 13 core, 7 electives. 1 additional import to bring to the 3 required.
LMF50202	Diploma of Furnishing Technology	30 units required - 3 core, 27 electives (5 imports). Sustainability unit included in core. Reformatted to remove entry requirements and

Code	Title	Details of change
LMF10108	Certificate I in Furnishing	Increase from 6 to 7 units - 4 core, 3 electives (1 import added). LMF generic units replaced with MSA generic units.
		embed Certificate IV units.
LMF50308	Diploma of Stained Glass and Lead Lighting	25 units required - 11 core, 14 electives (5 imports). Sustainability unit included in core. Reformatted to remove entry requirements and embed Certificate IV units.
LMF50408	Diploma of Interior Design and Decoration	Increase from 28 to 29 units – 10 core, 19 electives. 4 additional imports to bring to the 5 required.
LMF50508	Diploma of Furniture Design and Technology	Increase from 25 to 26 units – 8 core, 18 electives. 3 additional imports to bring to the 5 required.
LMF60102	Advanced Diploma of Furnishing Management	No change to packaging. Sustainability unit added to electives.
LMF60208	Advanced Diploma of Interior Design	Increase from 38 to 39 units – 14 core, 25 electives. 5 additional imports to bring to the 7 required. Code for LMFFDT4012A corrected, LMFFDT4015A included in electives
LMF60308	Advanced Diploma of Furniture Design and Technology	Increase from 35 to 36 units – 9 core, 27 electives. 5 additional imports to bring to the 7 required.

LMF02v5**New qualification**

LMF40609 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces

New units of competency in LMF02v5

New units	
LMFKB4001A	Determine spatial planning considerations for kitchen designs
LMFKB4002A	Research, recommend and specify materials, components and finishes for kitchen designs
LMFKB4003A	Identify and document services required to support kitchen and bathroom designs
LMFKB4004A	Determine spatial planning considerations for bathroom designs
LMFKB4005A	Research, recommend and specify materials, components and finishes for bathroom designs
LMFKB4006A	Prepare quotation and contract documentation for design project
LMFKB4007A	Design ancillary residential cabinetry
LMFKB4008A	Determine layout for laundry components
BSBSMB403A	Market the small business
BSBCUS402	Address customer needs
BSBSMB406A	Manage small business finances
BSBMKG413A	Promote products and services

LMF05v4

Revised qualification	Change
LMF20309 Certificate II in Furniture Making	Replaces <i>LMF20302</i> . Modification of mandatory requirements new units – equivalent in overall outcome
New qualifications	
LMF32009 Certificate III in Kitchens and Bathrooms (Client Services)	New qualification
LMF32109 Certificate III in Cabinet Making	Replaces <i>LMF30402 Certificate III in Cabinet Making</i> . New qualification based on LMF30402 modification of mandatory requirements new units of competency for a new structure

	There is partial equivalence for the fu
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New units of competency in LMF02v4

New LMF units	
LMFKB2001A	Prepare for cabinet installation
LMFKB2002A	Provide assistance in cabinet installation
LMFKB3001A	Identify processes in kitchen and bathroom projects
LMFKB3002A	Determine requirements for installation of cabinets
LMFKB3003A	Check and measure fit of cabinets
LMFKB3004A	Conduct on-site adjustments to cabinets and components
LMFKB3005A	Fabricate cabinets for the built-in environment
LMFKB3006A	Install fitted cabinets and components
LMFKB3007A	Provide advice on cabinet design features
LMFKB3008A	Identify cabinet construction and installation methods
New imported units	
BSBCCO304A	Provide sales solutions to customers
BSBCMM301A	Process customer complaints
BSBFIA301A	Maintain financial records
CPCCOHS1001A	Work safely in the construction industry
MSACMC210A	Manage the impact of change on own work
MSACMS200A	Apply competitive manufacturing practices
MSACMS201A	Sustain process improvements
MSACMT220A	Apply quick changeover procedures
MSACMT221A	Apply Just in Time (JIT) procedures
MSACMT240A	Apply 5S procedures in a manufacturing environment
MSACMT250A	Monitor process capability

MSACMT251A	Apply quality standards
MSACMT260A	Use planning software systems in manufacturing
MSACMT261A	Use SCADA systems in manufacturing
MSACMT270A	Use sustainable energy practices
MSACMT271A	Use sustainable environmental practices
MSACMT280A	Undertake root cause analysis
MSACMT281A	Contribute to the application of a proactive maintenance strategy
MSAPMOPS363A	Organise on site work
MSAPMPER200B	Work in accordance with an issued permit
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSAPMSUP201A	Receive or despatch goods
MSAPMSUP240A	Undertake minor maintenance
MSAPMSUP273A	Handle goods
MSAPMSUP390A	Use structured problem solving tools
SIRXINV002A	Maintain and order stock

Mapping of qualifications in LMF02v3

LMF02 Version 3 against Version 2

LMF10108 Certificate I in Furnishing	LMF10102 Certificate I in Furnishing
LMF31908 Certificate III in Interior Decoration (Retail Services)	
LMF40408 Certificate IV in Interior Decoration	
LMF40508 Certificate IV in Furniture Design and Technology	
LMF50408 Diploma of Interior Design and Decoration	

LMF50508 Diploma of Furniture Design and Technology	
LMF60208 Advanced Diploma of Interior Design	
LMF60308 Advanced Diploma of Furniture Design and Technology	
Note	
Imported units have been updated in all qualifications carried forward from Version 2.	

Mapping of LMF02 Version 2 against LMF02 Version 1

LMF02 Version 2 Qualifications	Relationship to LMF02 Version 1 Qualifications
LMF10102 Certificate I in Furnishing	Clarified and reformatted for NTIS compliance. Added and imported units updated.
LMF20202 Certificate II in Furniture Finishing	Clarified and reformatted for NTIS compliance. Added and imported units updated.
LMF20302 Certificate II in Furniture Making	Clarified and reformatted for NTIS compliance. Added and imported units updated.
LMF20402 Certificate II in Glass and Glazing	Clarified and reformatted for NTIS compliance. Added and imported units updated.
LMF20502 Certificate II in Mattress and Base Making	Clarified and reformatted for NTIS compliance. Added and imported units updated.
LMF20602 Certificate II in Picture Framing	Clarified and reformatted for NTIS compliance. Added and imported units updated.
LMF20702 Certificate II in Soft Furnishing	Clarified and reformatted for NTIS compliance. Added and imported units updated. Qualification rules modified to comply with...
LMF20802 Certificate II in Upholstery	Clarified and reformatted for NTIS compliance. Added and imported units updated.
LMF20908 Certificate II in Flooring Technology	New qualification. Replaces LMF20102 Certificate II in Flooring Technology but is not equivalent.
LMF21008 Certificate II in Blinds and Awnings	New qualification
LMF21108 Certificate II in Security Screens and Grills	New qualification
LMF21208 Certificate II in Stained Glass and Lead Lighting	New qualification

LMF21308 Certificate II in Coopering	New qualification
LMF30202 Certificate III in Furniture Finishing	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF30302 Certificate III in Furniture Making	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF30402 Certificate III in Furniture Making (Cabinet Making)	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF30502 Certificate III in Furniture Making (Wood Machining)	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF30602 Certificate III in Glass and Glazing	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF30702 Certificate III in Mattress and Base Making	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF30802 Certificate III in Picture Framing	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF30902 Certificate III in Soft Furnishing	Clarified and reformatted for NTIS compliance added and imported units updated. Qualification rules modified to comply with
LMF31002 Certificate III in Upholstery	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF31102 Certificate III in Production Upholstery	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF31208 Certificate III in Flooring Technology	New qualification. Replaces LMF30102 Certificate III in Furniture Finishing but is not equivalent.
LMF31308 Certificate III in Coopering	New qualification
LMF31408 Certificate III in Musical Instrument Making and Repair	New qualification
LMF31508 Certificate III in Piano Technology	New qualification
LMF31608 Certificate III in Security Screens and Grills	New qualification
LMF31708 Certificate III in Stained Glass and Lead Lighting	New qualification
LMF31808 Certificate III in Blinds and Awnings	New qualification
LMF40202 Certificate IV in Furnishing Technology	Clarified and reformatted for NTIS compliance

	added and imported units updated.
LMF40308 Certificate IV in Musical Instrument Making and Repair	New qualification
LMF50202 Diploma of Furnishing Technology	Clarified and reformatted for NTIS compliance added and imported units updated.
LMF50308 Diploma of Stained Glass and Lead Lighting	New qualification
LMF60102 Advanced Diploma of Furnishing Management	Clarified and reformatted for NTIS compliance added and imported units updated.

Mapping of units of competency - LMF02v3 to LMF02v2

LMFID1001A Plan the decoration of a simple space	Ne
LMFID3002A Source and specify decoration products	Ne
LMFID3005A Style a retail display	Ne
LMFID4001A Research, analyse and apply colour for interior spaces	Ne
LMFID4002A Decorate residential interiors	Ne
LMFID4003A Prepare a materials board for client presentation	Ne
LMFID4004A Research and recommend furniture and accessories	Ne
LMFID4005A Research and recommend soft furnishings for interiors	Ne
LMFID4006A Research and recommend hard materials and finishes for interiors	Ne
LMFID4007A Identify materials, construction techniques and methods used in building interiors	Ne
LMFID4008A Assess interior light and recommend light fittings	Ne
LMFID4009A Research architectural styles and movements	Ne
LMFID4010A Research interior decoration and design influences	Ne
LMFID4011A Determine occupational health and safety implications of interior effects	Ne
LMFID5001A Design residential interiors	Ne
LMFID5002A Develop a decoration proposal for a complex site	Ne
LMFID5003A Evaluate site for interior design brief	Ne

LMFID5004A Specify structural elements, systems and services for interior spaces	Ne
LMFID5005A Explore and apply creative design methodology to interior space	Ne
LMFID5006A Design interior lighting	Ne
LMFID5007A Decorate for events	Ne
LMFID5008A Design for people with disabilities and the elderly	Ne
LMFID5009A Research and recommend colour and applied finishes	Ne
LMFID5010A Provide interior styling service	Ne
LMFID5011A Specify soft furnishings for complete interior solution	Ne
LMFID5012A Research and recommend artwork	Ne
LMFID5013A Design for small to medium scale commercial or institutional interiors	Ne
LMFID5014A Use CAD applications to complete models and documentation for interior design projects	Ne
LMFID5015A Decorate interiors for restoration projects	Ne
LMFID6001A Resolve complex spatial design problems through modelling	Ne
LMFID6002A Apply 3-D visualisation techniques to represent interior designs	Ne
LMFID6003A Design for large scale commercial or institutional interiors	Ne
LMFID6004A Design interiors for hospitality environments	Ne
LMFID6005A Design for retail interiors	Ne
LMFID6006A Design for conservation and restoration projects	Ne
LMFID6007A Select and instruct consultants and contractors	Ne
LMFID6008A Evaluate design project outcomes	Ne
LMFID6009A Produce digital presentations for commercial projects	Ne
LMFFDT4001A Apply finishing techniques to custom furniture	Ne
LMFFDT4002A Assemble custom furniture	Ne
LMFFDT4003A Assess and record the lifecycle of a product	Ne
LMFFDT4004A Assess environmental impact of a design	Ne
LMFFDT4005A Construct and evaluate furniture prototypes and samples	Ne

- LMFFDT4006A Establish and maintain a safe furniture making work environment
- LMFFDT4007A Establish the design brief
- LMFFDT4008A Determine occupational health and safety implications of designs
- LMFFDT4009A Prepare and present furniture design information
- LMFFDT4010A Produce and evaluate developmental furniture models to scale
- LMFFDT4011A Set up, operate and maintain basic static woodworking machines for furniture designs
- LMFFDT4012A Produce ideation drawings
- LMFFDT4013A Research and select furniture finishes
- LMFFDT4014A Research and select furniture materials and technology
- LMFFDT4015A Research furniture styles and movements
- LMFFDT4016A Select, use and maintain hand tools for the creation of custom furniture
- LMFFDT4017A Set up and operate a wood turning lathe to produce off-centre work
- LMFFDT4018A Produce templates and jigs for custom made furniture
- LMFFDT5001A Apply ergonomics, anthropometrics and proxemic considerations to a product
- LMFFDT5002A Apply resources sustainably
- LMFFDT5003A Assess and resolve technical integrity of a design
- LMFFDT5004A Develop self as a furniture designer
- LMFFDT5005A Construct custom furniture using advanced techniques
- LMFFDT5007A Design a batch or limited production item of furniture
- LMFFDT5008A Design a furniture product using high volume technology services (HVTS) in production
- LMFFDT5009A Design a one-off item of furniture
- LMFFDT5010A Research and recommend alternative manufacturing processes
- LMFFDT5011A Research and recommend machine technology
- LMFFDT5013A Evaluate furniture design proposals and concepts
- LMFFDT6001A Assess economic impact of a design

LMFFDT6002A Design for mass production

LMFFDT6003A Evaluate and participate in design industry networks

LMFFDT6004A Investigate legal requirements for design

LMFFDT6005A Work collaboratively on a design project

New imported units version 3

BCGBC4037A Prepare drawing for heritage works

BSBADV512A Create an advertising brief

BSBCRT401A Articulate, present and debate ideas

BSBCRT402A Collaborate in a creative process

BSBCRT403A Explore the history and social impact of creativity

BSBCRT501A Originate and develop concepts

BSBCRT601A Research and apply concepts and theories of creativity

BSBDES201A Follow a design process

BSBDES202A Evaluate the nature of design in a specific industry context

BSBDES301A Explore the use of colour

BSBDES302A Explore and apply the creative design process to 2D forms

BSBDES303A Explore and apply the creative design process to 3D forms

BSBDES304A Source and apply design industry knowledge

BSBDES305A Source and apply information on the history and theory of design

BSBDES401A Generate design solutions

BSBDES403A Develop and extend design skills and practice

BSBDES502A Establish, negotiate and refine a design brief

BSBDES601A Manage design realisation

BSBDES602A Research global design trends

BSBMGT402A Implement operational plan

BSBMKG501B Identify and evaluate marketing opportunities

BSBMKG605B Evaluate international marketing opportunities

BSBMKG608A Develop organisational marketing objectives

BSBMKG609A Develop a marketing plan

BSBPMG510A Manage projects

BSBWOR204A Use business technology

CUFANM302A Create 3D animations

CUFANM303A Create digital 3D models

CUFANM502A Create digital 3D environments

CUFDIG303A Produce and prepare photo images

CUFDIG304A Create visual design components

CUFDIG507A Design digital simulations

CUVCRS03B Produce computer-aided drawings

CUVCRS04B Produce technical drawings

CUVDSP11B Research and apply techniques for illustrative work

MEM15001B Perform basic statistical quality control

MEM16006A Organise and communicate information

MEM16007A Work with others in a manufacturing, engineering or related environment

MEM16008A Interact with computing technology

MEM16013A Operate in a self directed team

MEM30001A Use computer aided drafting systems to product basic engineering drawings

MEM30004A Use CAD to create and display 3D models

MEM30024A Participate in quality assurance techniques

MSACMC614A Develop a communications strategy to support production

MSACMS601A Analyse and map a value chain

MSACMS602A Manage a value chain

MSACMS603A	Develop manufacturing related business plans	M
MSACMT230A	Apply cost factors to work practices	M
MSACMT430A	Improve cost factors in work practices	M
MSACMT450A	Undertake process capability improvements	M
MSACMT452A	Apply statistics to processes in manufacturing	M
MSACMT630A	Optimise cost of product	M
MSACMT631A	Undertake value analysis of product costs in terms of customer requirements	M
MSACMT650A	Determine and improve process capability	M
MSACMT661A	Determine and establish information collection requirements and processes	M
MSACMT675A	Facilitate the development of a new product	M
MSAENV472A	Implement and monitor environmentally sustainable work practices	M
MSAENV672A	Develop workplace policy and procedures for sustainability	M
MSAPMOHS200A	Work safely	M
PSPPROC602A	Direct the management of contracts	PS
SIRRMER009A	Produce perspective drawings, plans and elevations	SI
SIRRMER020A	Create and implement exhibition space	SI
SIRRRPK010A	Recommend home and home improvement products and services	SI
SIRXSLS004A	Build relationships with customers	SI

	Units in LMF02 Version 2	Relationship to
LMFCR0001B	Follow safe working policies and practices	Reformatted with added
LMFCR0002B	Communicate in the workplace	Reformatted with
LMFCR0003B	Carry out measurements and calculations	Reformatted with
LMFCR0004B	Work effectively with others	Reformatted with
LMFGN2002B	Move and store materials and products	Reformatted with

LMFGN3001B	Read and interpret work documents	Reformatted with
LMFGN3002B	Estimate and cost job	Reformatted with
LMFDN4001B	Produce drawings from design concepts	Reformatted with
LMFDN4002B	Produce line and component production drawings	Reformatted with
LMFDN4003B	Produce patterns and/or templates	Reformatted with
LMFDN4004B	Design, construct and test jigs	Reformatted with
LMFDN4005B	Work within a furniture design team	Reformatted with
LMFDN5001B	Generate and transfer complex computer-aided drawings and specifications	Reformatted with
LMFDN5006B	Manage furniture design	Reformatted with
LMFFT4001B	Coordinate on-site installation of furnishing products	Reformatted with
LMFFT4002B	Customise stock lines	Reformatted with
LMFFT4003B	Organise production processes	Reformatted with
LMFFT4004B	Establish and monitor production inventory requirements	Reformatted with
LMFFT4005B	Install and commission CNC software	Reformatted with
LMFFT4006B	Construct prototypes and samples	Reformatted with
LMFFT4008B	Sample, inspect and test products to specifications	Reformatted with
LMFFT4008B	Interpret and use workplace information	Reformatted with
LMFFT4009B	Match furnishing style/materials to customer requirements	Reformatted with
LMFFT4010B	Identify and calculate production costs	Reformatted with
LMFFT4011B	Purchase materials and consumables	Reformatted with
LMFFT4012B	Prepare a tender submission	Reformatted with
LMFFT5001B	Evaluate and select production materials and equipment	Reformatted with
LMFFT5002B	Establish and develop production processes and area layout	Reformatted with
LMFFT5003B	Manage installation and commissioning of equipment	Reformatted with
LMFFT5004B	Develop and document procedures and specifications	Reformatted with

LMFFT5005B	Organise enterprise maintenance programs	Reformatted with
LMFFT5006B	Plan production	Reformatted with
LMFFT5010B	Optimise CNC operations	Reformatted with
LMFFT5011B	Develop, trial and evaluate prototypes	Reformatted with
LMFFT5012B	Determine production feasibility of designs	Reformatted with
LMFFT5013B	Develop products and related processes	Reformatted with
LMFFT5014B	Establish and monitor business information systems	Reformatted with
LMFFT5015B	Establish and implement contracts for external goods or services	Reformatted with
LMFFT5016B	Establish customer contracts	Reformatted with
LMFFT6001B	Research and evaluate products, materials and processes	Reformatted with
LMFFF1001B	Complete a basic furniture finishing product	Reformatted with
LMFFF2001B	Use furniture finishing sector hand and power tools	Reformatted with
LMFFF2002B	Dismantle/re-assemble furniture	Reformatted with
LMFFF2003B	Remove surface coatings	Reformatted with
LMFFF2004B	Prepare surfaces for finishing	Reformatted with
LMFFF2005B	Maintain spray equipment and booth	Reformatted with
LMFFF2006B	Apply surface coatings by spray gun	Reformatted with
LMFFF2007B	Apply stains, fillers and bleach	Reformatted with
LMFFF2008B	Apply surface coatings by hand	Reformatted with
LMFFF3001B	Match and make up colours	Reformatted with
LMFFF3002B	Set up, operate and maintain mechanical coatings systems	Reformatted with
LMFFF3003B	Apply plural component coatings	Reformatted with
LMFFF3004B	Apply soft rubber techniques	Reformatted with
LMFFF3005B	Enhance finishes	Reformatted with
LMFFF3006B	Repair and touch up surfaces	Reformatted with

LMFFF3007B	Apply graining and decorative finishes	Reformatted with
LMFFF3008B	Apply traditional French polishing techniques	Reformatted with
LMFFF3009B	Set up, operate and maintain CNC coating systems	Reformatted with
LMFFM1001B	Construct a basic timber furnishing product	Reformatted with
LMFFM1002B	Operate basic woodworking machines	Reformatted with
LMFFM2001B	Use furniture making sector hand and power tools	Reformatted with
LMFFM2002B	Assemble furnishing components	Reformatted with
LMFFM2003B	Select and apply hardware	Reformatted with
LMFFM2004B	Apply sheet laminates by hand	Reformatted with
LMFFM2005B	Join solid timber	Reformatted with
LMFFM2006B	Hand make timber joints	Reformatted with
LMFFM2007B	Follow plans to assemble production furniture	Reformatted with
LMFFM2008B	Bend and form cane	Reformatted with
LMFFM2009B	Construct cane furniture	Reformatted with
LMFFM2010B	Set up, operate and maintain basic static machines	Reformatted with
LMFFM2011B	Apply manufactured board conversion techniques	Reformatted with
LMFFM2012B	Set up, operate and maintain pressure and clamping machines	Reformatted with
LMFFM3001B	Construct chair and couch frames	Reformatted with
LMFFM3002B	Construct furniture using leg and rail method	Reformatted with
LMFFM3003B	Produce angled and curved furniture using manufactured board	Reformatted with
LMFFM3004B	Produce angled and curved furniture using solid timber	Reformatted with
LMFFM3005B	Fabricate custom furniture	Reformatted with
LMFFM3006B	Install furnishing products	Reformatted with
LMFFM3007B	Prepare and apply decorative surfaces for furniture	Reformatted with

LMFFM3010B	Select timbers for furniture production	Reformatted with
LMFFM3011B	Produce manual and computer-aided production drawings	Reformatted with
LMFFM3012B	Prepare cutting list from plans and job specifications	Reformatted with
LMFFM3013B	Measure and draw site layout for manufactured furniture products	Reformatted with
LMFFM3020B	Set up, operate and maintain sawing machines	Reformatted with
LMFFM3021B	Set up, operate and maintain drilling machines	Reformatted with
LMFFM3022B	Set up, operate and maintain joining machines	Reformatted with
LMFFM3023B	Set up, operate and maintain planing and finishing machines	Reformatted with
LMFFM3024B	Set up, operate and maintain multi-head planing and moulding machines	Reformatted with
LMFFM3025B	Set up, operate and maintain routing and shaping machines	Reformatted with
LMFFM3026B	Set up, operate and maintain mechanical wood turning lathes	Reformatted with
LMFFM3027B	Set up, operate and maintain automated edge banding machines	Reformatted with
LMFFM3028B	Fabricate synthetic solid surface products	Reformatted with
LMFFM3030B	Set up, operate and maintain CNC sizing machines	Reformatted with
LMFFM3031B	Set up, operate and maintain CNC machining and processing centres	Reformatted with
LMFFM3032B	Produce and maintain cutting tools	Reformatted with
LMFFM3033B	Construct jigs and fixtures	Reformatted with
LMFFM4005A	Hand carve wood to custom design	New unit
LMFFM4006A	Construct joints for custom furniture	New unit
LMFFM4007A	Produce curved and shaped components for custom furniture	New unit
LMFFM4008A	Produce timber veneered components for custom furniture	New unit
LMFGG1001B	Complete a basic glass and glazing project	Reformatted with

LMFGG2001B	Use glass and glazing sector hand and power tools	Reformatted with
LMFGG2002B	Apply First Aid	Reformatted with
LMFGG2003B	Operate glass freefall rack and table	Reformatted with
LMFGG2004B	Process thin glass by hand	Reformatted with
LMFGG2005B	Move glass sheets by hand	Reformatted with
LMFGG2006B	Move single glass sheets by mechanical means	Reformatted with
LMFGG2007B	Process glass by basic machines	Reformatted with
LMFGG2008B	Glaze/reglaze residential windows and doors	Reformatted with
LMFGG2009B	Fabricate and assemble metal frames	Reformatted with
LMFGG2010B	Fabricate and install insect and security screens	Reformatted with
LMFGG3001B	Store and handle glass	Reformatted with
LMFGG3002B	Assess glass and glazing requirements	Reformatted with
LMFGG3003B	Move block/bulk glass sheet by mechanical means	Reformatted with
LMFGG3004B	Process thick glass by hand	Reformatted with
LMFGG3005B	Process glass by semi-automatic and automatic machines	Reformatted with
LMFGG3006B	Apply film to glass	Reformatted with
LMFGG3007B	Form glass	Reformatted with
LMFGG3008B	Apply patterns and designs to glass	Reformatted with
LMFGG3009B	Set up and operate glass laminating equipment	Reformatted with
LMFGG3010B	Set up and operate glass toughening equipment	Reformatted with
LMFGG3011B	Set up and operate glass silvering equipment	Reformatted with
LMFGG3012B	Set up and operate insulated glass unit manufacturing equipment	Reformatted with
LMFGG3013B	Construct and repair leadlight panels	Reformatted with
LMFGG3014B	Prepare and install mirrors	Reformatted with
LMFGG3015B	Fabricate and install shower screens and wardrobe doors	Reformatted with

LMFGG3016B	Fabricate and install residential windows and doors	Reformatted with
LMFGG3017B	Fabricate and install commercial glazing	Reformatted with
LMFGG3018B	Prepare and install architectural engineered glazing	Reformatted with
LMFGG3019B	Conduct commercial and structural glazing	Reformatted with
LMFMB1001B	Complete a basic mattress and base product	Reformatted with
LMFMB2001B	Use mattress and base sector hand and power tools	Reformatted with
LMFMB2002B	Prepare and assemble base unit	Reformatted with
LMFMB2003B	Assemble mattress components	Reformatted with
LMFMB2004B	Cut mattress and base fabrics	Reformatted with
LMFMB3001B	Assemble springs for mattresses	Reformatted with
LMFMB3002B	Make springs for mattresses and bases	Reformatted with
LMFMB3003B	Set up, operate and maintain a tape edging machine	Reformatted with
LMFMB3004B	Set up, operate and maintain a quilting machine	Reformatted with
LMFPPF1001B	Frame a simple artwork	Reformatted with
LMFPPF2001B	Use picture framing sector hand and power tools	Reformatted with
LMFPPF2002B	Cut mouldings to length	Reformatted with
LMFPPF2003B	Join mouldings	Reformatted with
LMFPPF2004B	Mount artwork	Reformatted with
LMFPPF2005B	Cut mat boards	Reformatted with
LMFPPF2006B	Cut and handle glazing materials for framing	Reformatted with
LMFPPF2007B	Assemble artwork package (basic)	Reformatted with
LMFPPF2008B	Recognise and repair finishes of framing materials	Reformatted with
LMFPPF3001B	Deframe artwork	Reformatted with
LMFPPF3002B	Decorate mat boards	Reformatted with
LMFPPF3003B	Set up and operate CNC machines	Reformatted with
LMFPPF3004B	Prepare textiles for framing	Reformatted with

LMFPP3005B	Recognise and handle artwork for framing	Reformatted with
LMFPP3006B	Prepare design requirements for framing	Reformatted with
LMFPP3007B	Apply frame finishes	Reformatted with
LMFPP3008B	Assemble artwork package (complex)	Reformatted with
LMFPP3009B	Install artwork	Reformatted with
LMFPP4001B	Design and construct ornamental frames	Reformatted with
LMFPP4002B	Determine and apply gilding techniques	Reformatted with
LMFSF1001B	Produce basic soft furnishing accessories	Reformatted with
LMFSF2001B	Cut single layer fabrics	Reformatted with
LMFSF2002B	Machine sew materials	Reformatted with
LMFSF2003B	Machine sew using specific techniques	Reformatted with
LMFSF2004B	Hand sew soft furnishings	Reformatted with
LMFSF2005B	Operate a steam press	Reformatted with
LMFSF2006B	Calculate fabric quantities for window coverings	Reformatted with
LMFSF2007B	Construct unlined curtains/drapes	Reformatted with
LMFSF2008B	Construct lined curtains/drapes	Reformatted with
LMFSF2009B	Construct padded pelmets	Reformatted with
LMFSF2010B	Make up tracks for window coverings	Reformatted with
LMFSF2011B	Fit and adjust curtain hardware	Reformatted with
LMFSF2012B	Fit and adjust interior blinds	Reformatted with
LMFSF2013B	Dress windows	Reformatted with
LMFSF2014B	Use soft furnishing sector hand and power tools	Reformatted with
LMFSF3001B	Operate drop cutting machines	Reformatted with
LMFSF3002B	Use automated curtain pleating equipment	Reformatted with
LMFSF3003B	Follow patterns to produce window toppings	Reformatted with
LMFSF3004B	Construct Roman-style blinds	Reformatted with

LMFSF3005B	Construct Austrian/festoon-style blinds	Reformatted with
LMFSF3006B	Chemically join textiles	Reformatted with
LMFSF3007B	Lay out patterns and cut fabrics	Reformatted with
LMFSF3008B	Measure up and calculate fabric quantities for window coverings	Reformatted with
LMFSF3009B	Manufacture bedspreads	Reformatted with
LMFSF3010B	Manufacture bed linen and table cloths	Reformatted with
LMFSF3011B	Advise customers on interior decoration	Reformatted with
LMFSF3012B	Install motorised curtains and blinds	Reformatted with
LMFSF3013B	Follow patterns to produce soft furnishing accessories	Reformatted with
LMFSF3014B	Provide technical advice to customers	Reformatted with
LMFUP1001B	Complete a basic upholstery project	Reformatted with
LMFUP2001B	Use upholstery sector hand and power tools	Reformatted with
LMFUP2002B	Fit upholstery components	Reformatted with
LMFUP2003B	Apply contemporary foundations to upholstered furniture	Reformatted with
LMFUP2004B	Machine sew upholstery final cover materials (basic)	Reformatted with
LMFUP2005B	Develop cutting plan and cut single layer upholstery fabric	Reformatted with
LMFUP2006B	Dismantle/re-assemble furniture for upholstering	Reformatted with
LMFUP3001B	Apply traditional foundations to upholstered furniture	Reformatted with
LMFUP3002B	Fit and apply final cover materials to furniture using basic techniques	Reformatted with
LMFUP3003B	Fit and apply final cover materials to furniture using decorative techniques	Reformatted with
LMFUP3004B	Lay out patterns and cut leather	Reformatted with
LMFUP3005B	Machine sew upholstery final cover materials (complex)	Reformatted with
LMFUP3006B	Fit and apply leather to furniture	Reformatted with
LMFUP3007B	Manufacture and fit loose covers	Reformatted with

LMFUP3008B	Apply finishing techniques to upholstered furniture	Reformatted with
LMFUP3009B	Develop cutting plan and cut multiple layer upholstery fabric	Reformatted with
LMFUP3010B	Cut, sew and fit skirts to upholstered furniture	Reformatted with
LMFUP3011B	Cut, sew and fit or fill cushions	Reformatted with
LMFUP3012B	Apply marine sewing and installation techniques	Reformatted with
LMFUP3013B	Cut and sew canvas and acrylics	Reformatted with
LMFUP3014B	Set up, operate and maintain CNC cutting machines	Reformatted with
LMFFL1001A	Complete simple floor covering installation	Replaces LMFFC
LMFFL2001A	Use flooring technology sector hand and power tools	Replaces LMFFC
LMFFL2002A	Receive and prepare floor covering materials for installation	New unit
LMFFL2003A	Select, operate and maintain floor covering cutting machine	New unit
LMFFL2004A	Moisture test timber and concrete floors	New unit
LMFFL2101A	Remove existing floor coverings	Replaces LMFFC
LMFFL2102A	Prepare, select and apply smoothing and patching compounds	Replaces LMFFC
LMFFL2103A	Select and apply appropriate compounds and additives	Replaces LMFFC
LMFFL2104A	Prepare concrete sub-floors using wet cleaning methods	Replaces LMFFC
LMFFL2105A	Select, prepare and apply moisture barriers and damp proof membranes to concrete sub-floors	Replaces LMFFC
LMFFL2106A	Prepare walls for covering	Replaces LMFFC
LMFFL2107A	Select, operate and maintain grinding equipment	New unit
LMFFL2108A	Select, operate and maintain shot blasting equipment	New unit
LMFFL2109A	Select, operate and maintain demolition equipment	New unit
LMFFL2110A	Select, operate and maintain scarifying equipment	New unit
LMFFL2111A	Coarse sand timber flooring	Replaces LMFFC
LMFFL2112A	Install hard underlays	Replaces LMFFC

LMFFL2201A	Install carpet cushion/underlays and gripper accessories	Replaces LMFFC
LMFFL2202A	Install unpatterned tufted and bonded carpet floor coverings	Replaces LMFFC
LMFFL2203A	Install carpet tiles using standard installation procedures	Replaces LMFFC
LMFFL2204A	Install unpatterned tufted and bonded carpet floor coverings to stairs	Replaces LMFFC
LMFFL2301A	Install lay flat vinyl floor coverings	Replaces LMFFC
LMFFL2302A	Install resilient tiles using standard installation procedures	Replaces LMFFC
LMFFL2501A	Install laminate and engineered timber flooring	Replaces LMFFC
LMFFL2502A	Install impact and sound absorption underlay	New unit
LMFFL2503A	Nail strip timber flooring	New unit
LMFFL2504A	Install expansion joints	New unit
LMFFL2505A	Install mouldings and edge trims to timber flooring	New unit
LMFFL3001A	Plan and cost flooring technology work	New unit. Replaces LMFFC3017A and LMFFC3038A
LMFFL3002A	Establish and maintain a safe flooring technology work environment	New unit
LMFFL3101A	Inspect sub-floors	Replaces LMFFC
LMFFL3102A	Prepare, select and apply screed to concrete sub-floors	Replaces LMFFC
LMFFL3201A	Install carpet tiles using custom designs	Replaces LMFFC
LMFFL3202A	Install adhesive fixed carpet floor coverings	Replaces LMFFC
LMFFL3203A	Install commercial carpet floor coverings	Replaces LMFFC
LMFFL3204A	Install patterned carpet floor coverings	Replaces LMFFC
LMFFL3205A	Install custom design carpet and decorative finishes	Replaces LMFFC
LMFFL3206A	Install synthetic textile floor coverings to sports facilities	New unit
LMFFL3207A	Install carpet floor coverings to custom design stairs	Replaces LMFFC
LMFFL3301A	Install linoleum floor coverings	Replaces LMFFC

LMFFL3302A	Install commercial vinyl floor coverings	Replaces LMFFC
LMFFL3303A	Install resilient floor coverings using custom designs and decorative finishes	Replaces LMFFC
LMFFL3304A	Install resilient tiles using custom design and decorative finishes	Replaces LMFFC
LMFFL3305A	Install rubber floor coverings	Replaces LMFFC
LMFFL3306A	Install resilient sheet to walls	Replaces LMFFC
LMFFL3307A	Install resilient sheet to bench and countertops	Replaces LMFFC
LMFFL3308A	Install anti-static resilient floor coverings	Replaces LMFFC
LMFFL3309A	Install conductive resilient floor coverings	Replaces LMFFC
LMFFL3310A	Cut and install resilient floor coverings to stairs	Replaces LMFFC
LMFFL3401A	Mix and apply epoxy and seamless floor coverings	Replaces LMFFC
LMFFL3402A	Apply solvent based coatings to timber floors	Replaces LMFFC
LMFFL3403A	Apply water based coatings to timber floors	Replaces LMFFC
LMFFL3404A	Apply oil based coatings to timber floors	Replaces LMFFC
LMFFL3405A	Apply composite based coatings	Replaces LMFFC
LMFFL3406A	Apply emulsion wax coatings	New unit
LMFFL3407A	Apply stains and fillers	New unit
LMFFL3501A	Adapt and apply custom designs to timber flooring	New unit
LMFFL3502A	Cut and install timber flooring to stairs	Replaces LMFFC
LMFFL3503A	Install direct stick timber flooring	Replaces LMFFC
LMFFL3504A	Detect defective timber flooring	Replaces LMFFC
LMFFL3505A	Install block parquetry flooring	Replaces LMFFC
LMFFL3506A	Install cork tiles	Replaces LMFFC
LMFFL3507A	Install patterned parquetry	Replaces LMFFC
LMFFL3508A	Install sheet mosaic parquetry	Replaces LMFFC

LMFFL3509A	Install sprung timber flooring	Replaces LMFFC
LMFFL3510A	Install strip timber flooring onto battens	New unit
LMFFL3511A	Install strip flooring onto plywood	New unit
LMFFL3512A	Repair timber flooring	Replaces LMFFC
LMFFL3513A	Maintain timber, laminate and engineered flooring	New unit
LMFFL3601A	Fine sand timber flooring	Replaces LMFFC
LMFFL3602A	Edge sand timber flooring	New unit
LMFFL3603A	Sand cork flooring	New unit
LMFFL3604A	Sand and fill parquetry flooring	New unit
LMFFL3605A	Apply finishes to cork flooring	New unit
LMFCP2001A	Use coopering sector hand and power tools	New unit
LMFCP2002A	Produce barrels using non-fired processes	New unit
LMFCP3001A	Apply product and material knowledge to coopering operations	New unit
LMFCP3002A	Select and season timber for coopering production	New unit
LMFCP3003A	Produce barrels using fired processes	New unit
LMFCP3004A	Maintain and repair barrels	New unit
LMFMI3001A	Assemble instrument components	New unit
LMFMI3002A	Construct and apply decorative treatments and finishes to musical instruments	New unit
LMFMI3003A	Manufacture acoustic guitars	New unit
LMFMI3004A	Manufacture brass instruments	New unit
LMFMI3005A	Manufacture electric guitars	New unit
LMFMI3006A	Manufacture percussion instruments	New unit
LMFMI3007A	Manufacture special stringed instruments	New unit
LMFMI3008A	Manufacture stringed instruments	New unit

LMFMI3009A	Repair brass instruments	New unit
LMFMI3010A	Repair percussion instruments	New unit
LMFMI3011A	Repair woodwind instruments	New unit
LMFMI4001A	Repair acoustic guitars	New unit
LMFMI4002A	Repair electric guitars	New unit
LMFMI4003A	Repair special stringed instruments	New unit
LMFMI4004A	Repair stringed instruments	New unit
LMFPT3001A	Develop knowledge of piano industry	New unit
LMFPT3002A	Select materials for piano repair and manufacture	New unit
LMFPT3003A	Repair upright and grand piano actions, keys and pedals	New unit
LMFPT3004A	Rebuild upright and grand piano actions, keys and pedals	New unit
LMFPT3005A	Re-string and re-pin a piano	New unit
LMFPT3006A	Regulate actions keys and pedals of upright pianos	New unit
LMFPT3007A	Regulate actions keys and pedals of grand pianos	New unit
LMFPT3008A	Understand piano tuning theory and basic acoustics	New unit
LMFPT3009A	Develop control of tuning hammers	New unit
LMFPT3010A	Pitch raise	New unit
LMFPT3011A	Tune unisons aurally to a beatless condition	New unit
LMFPT3012A	Tune octaves aurally to appropriate stretch	New unit
LMFPT3013A	Tune a temperament octave to produce an equally tempered scale	New unit
LMFPT3014A	Tune a piano aurally and-or electronically within time and accuracy constraints	New unit
LMFPT3015A	Voice a piano	New unit
LMFPT3016A	Provide advice to customers on piano tuning and repair	New unit
LMFSS2001A	Use security screens and grills hand and power tools	New unit

LMFSS2002A	Rectify faults in product	New unit
LMFSS2003A	Prepare product for Australian Standards testing	New unit
LMFSS2004A	Undertake surface preparation	New unit
LMFSS3001A	Install and replace security screens and grills	New unit
LMFSS3002A	Apply patterns and designs to security screens and grills	New unit
LMFSS3003A	Resolve quality and compliance issues	New unit
LMFSL2001A	Assemble lead light and stained glass components	New unit
LMFSL3001A	Apply product and material knowledge to lead light and stained glass operations	New unit
LMFSL3002A	Paint glass	New unit
LMFSL3003A	Fire glass	New unit
LMFSL3004A	Protect stained glass and lead lighting	New unit
LMFSL3005A	Fabricate and install residential lead light and stained glass windows and doors	New unit
LMFSL3006A	Prepare and install architectural engineered lead light and stained glass	New unit
LMFSL5001A	Assess conservation requirements	New unit
LMFSL5002A	Remove heritage lead light and stained glass	New unit
LMFSL5003A	Conserve heritage lead light and stained glass	New unit
LMFSL5004A	Install heritage lead light and stained glass	New unit
LMFSL5005A	Apply innovation in contemporary lead light and stained glass	New unit
LMFBA1001A	Construct a basic roll up blind	New unit
LMFBA2001A	Use blinds and awnings sector hand and power tools	New unit
LMFBA2002A	Set up, operate and maintain blinds and awnings sector static machines	New unit
LMFBA2004A	Select and apply blinds and awnings sector hardware & fixings	New unit

LMFBA2005A	Construct roll up and pull down style blinds and awnings	New unit
LMFBA2006A	Construct vertical style blinds	New unit
LMFBA2007A	Construct textiles for canopy-style awnings	New unit
LMFBA2008A	Construct plastic and timber Venetian-style blinds	New unit
LMFBA2009A	Construct aluminium Venetian-style blinds	New unit
LMFBA2010A	Construct metal louvre and canopy hooded style awnings	New unit
LMFBA2011A	Construct aluminium roll up style awnings	New unit
LMFBA3001A	Install interior blinds	New unit
LMFBA3002A	Install exterior blinds and awnings	New unit
LMFBA3003A	Install timber shutters	New unit
LMFBA3004A	Construct folding arm style awnings	New unit
LMFBA3005A	Construct framework for canopy-style awnings	New unit
LMFBA3006A	Construct pleated style-blinds	New unit
LMFBA3007A	Construct wood weave style-blinds	New unit
LMFBA3008A	Construct pelmets	New unit
LMFBA3009A	Provide advice to customers on blinds and awnings	New unit
LMFBA4001A	Assess suitability of blinds or awnings	New unit

Explanation of the review date

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials

- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained. Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

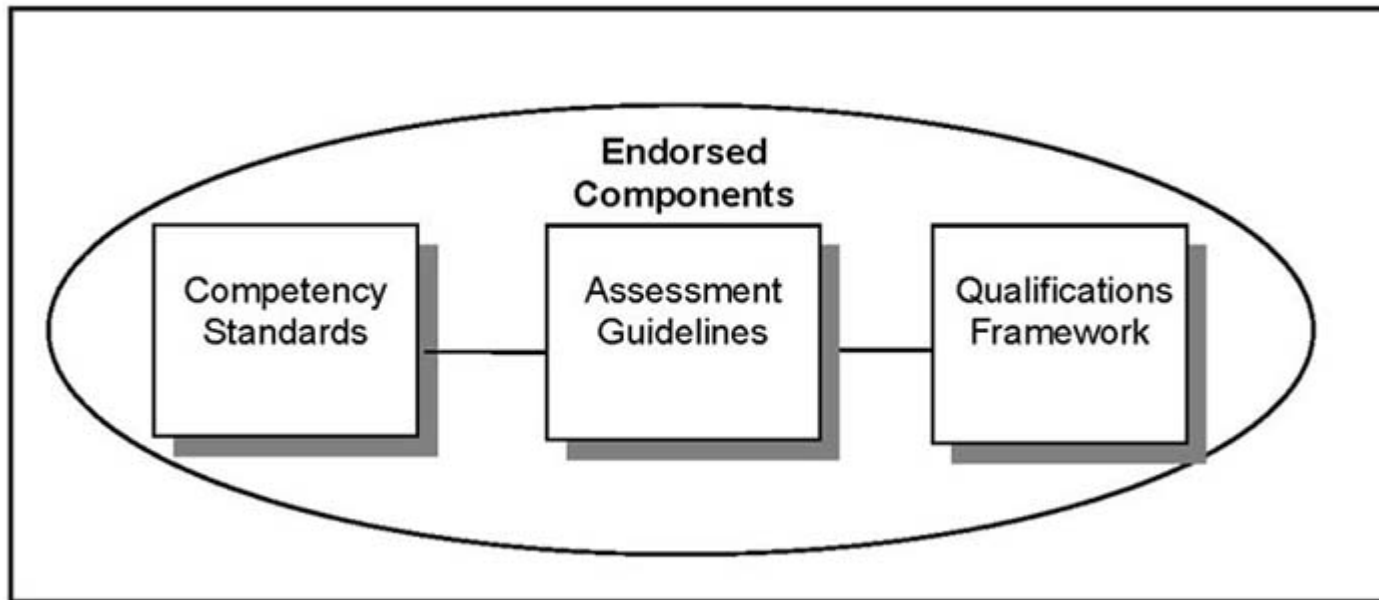
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

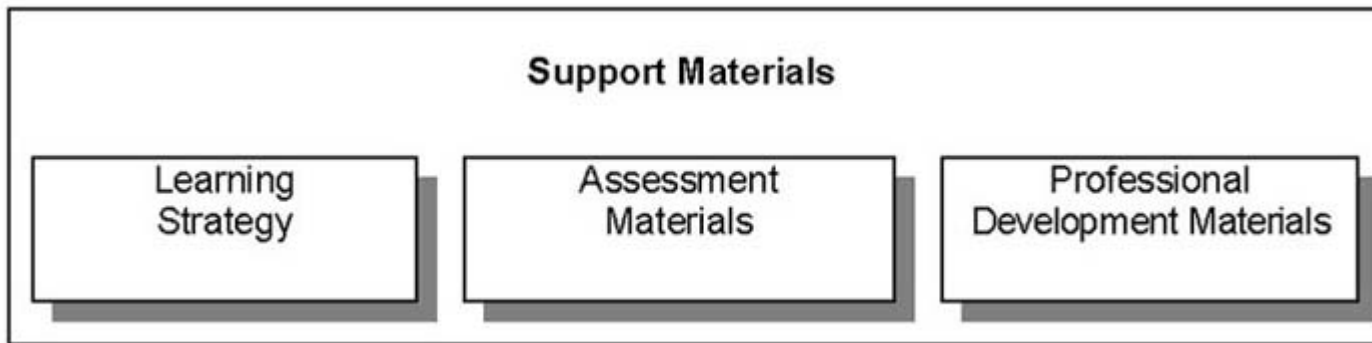
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced "by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au>.



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example LMF02. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example LMF10108. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
 - the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
 - the next two numbers identify the position in the sequence of the qualification at that level;
- and

- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in LMFAH4001A;
- the first three characters signify the Training Package - LMF02 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- LMF10108 Certificate I in Furnishing

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- LMFAH4001A Recommend security technology, hardware and services

LMF02 development history

LMF02 Version 1

Endorsed in 2002.

LMF02 Version 2

The key changes from LMF02 Version 1 to LMF02 Version 2 are:

- Inclusion of units of competency and qualifications in seven new sectors
- Review of packaging frameworks for Soft Furnishing
- Replacement of Floor Covering and Finishing qualifications with Flooring Technology qualifications
- Inclusion of employability skills and qualification statements
- Reformatting of all units, including addition of mandatory statements, to comply with new DEST requirements
- Reformatting of all qualification frameworks to comply with new DEST requirements.

Rationale for changes to the LMF02 Training Package

Incorporation of Coopering units and qualifications in LMF02 Version 2

A Cooper is a maker and repair of wooden barrels or casks. The trade is authoritatively traced to the production of barrels in Babylon in about 900 B.C. The Coopers Company Guild received its Charter in London in 1501, but records of Coopers Guilds are in existence some 200 years earlier.

The Stage III development requirements for the outstanding Furnishing Training Package components were covered in detail in the February 2003 report titled Stage 3 Furnishing Training Package Feasibility Exercise.

This report recommended the development of a Coopering sector within a new version of the Furnishing Training Package. This is of particular relevance as recently emerging export requirements need to be matched with appropriate specialist skills.

The new Coopering units and qualifications were developed for LMF02 Version 2 to target this skill area.

Incorporation of Flooring Technology units and qualifications in LMF02 Version 2

The review of the Floor Covering (LMF02) training package resulted from concerns expressed by industry practitioners, manufacturers and some providers that the package did not fully reflect the needs of industry in terms of technological advances, realistic workplace applications, flexibility and emerging specialisations.

The review requirement also coincided with a number of other initiatives in the Flooring Industry including:

- The formal launch of the Flooring Industry Initiative in Victoria in June 2005
- The formation and meeting of the most comprehensive national industry flooring group in recent history during July 2005
- The formal recognition of the Flooring Industry as a skills shortage discipline by the Federal Government on 28 March 2006
- The formal launch of the Flooring Industry Initiative in NSW in June 2006.

The LMF02 Floor Covering units and qualifications were upgraded and replaced in

LMF02 Version 2 to form the new Flooring Technology units and qualifications.

Expansion of units and qualifications for Furniture Makers

The Stage III development requirements for the outstanding Furnishing Training Package components were covered in detail in the February 2003 report titled Stage 3 Furnishing Training Package Feasibility Exercise.

During the initial stages of development it became clear that the object of this exercise was much broader than the fine woods concept. Fine furniture involves woods and, increasingly, a range of non-timber materials. It was agreed by the expert national Technical Advisory Group that the focus should actually be an advanced furniture maker. This discipline combines the strengths of a highly skilled technical craftsman/artisan with a strong practical applied design component and requisite business skills.

Units and qualifications were developed for LMF02 Version 2 to cover skills at the Certificate IV and Diploma levels for furniture makers.

- *Incorporation of Musical Instrument Making and Repair units and qualifications in LMF02 Version 2*

Musical instrument making is an ancient traditional skill with evidence of this going back many thousand years. In Australia, the bulk of instrument makers and repairers are hobbyists who produce a range of instruments and repair a limited range of instruments within close societies.

There are a relatively small number of professional musical instrument makers and repairers, some of whom have overseas qualifications, who market their products within Australia and Internationally.

The majority of instrument makers in Australia specialise in those instruments which are wood based such as violins, violas, cellos and guitars. There are also a small number who build percussion instruments.

The Stage III development requirements for the outstanding Furnishing Training Package components were covered in detail in the February 2003 report titled Stage 3 Furnishing Training Package Feasibility Exercise.

This report recommended the development of a Musical Instrument Making and Repair Sector within the Furnishing Training Package.

Units and qualifications were developed for LMF02 Version 2 to cover skills at the Certificate III and Certificate IV levels for musical instrument makers and repairers.

Incorporation of Piano Technician units and qualification in LMF02 Version 2

A piano technician is a tuner and repairer of upright, grand and player pianos. The trade is authoritatively traced to the invention of the pianoforte in Italy in the early 1700s, which is where its name derives. The pianoforte was a far more complicated instrument than the harpsichord and required greater skill in tuning the instrument.

Over the next 100 years the modern piano was developed, and this saw an even greater focus on the tuner. The first recorded apprentice was in 1787, with a five year term and continued employment guaranteed. However, workers who just tuned and repaired pianofortes were recorded as working throughout the 1700s.

The Stage III development requirements for the outstanding Furnishing Training Package components were covered in detail in the February 2003 report titled Stage 3 Furnishing Training Package Feasibility Exercise.

Units and qualification were developed for LMF02 Version 2 to cover skills at the Certificate III level for piano technicians.

Incorporation of Security Grills and Screens units and qualifications in LMF02 Version 2

Security Grills and Screens is a significant sector with a potential for an extensive training requirement. It is a sector which is currently in a state of steady growth as domestic and commercial establishments attempt to enhance their security. Increases in insurance premiums and the perception of increasing risk of theft or other crime are the catalysts for this growth. However, the current boom in the building industry also flows on into this sector. Concern was expressed that the lack of regulation and standards and the lack of accredited training allowed 'backyard' operators to participate in the industry with less than glowing results. That public safety is at risk is a significant concern – in addition to keeping offenders out, there is a concern that safe egress from secured premises is possible. It is likely that demand for its product will cause the sector to continue to grow.

Units and qualifications were developed for LMF02 Version 2 to cover skills at the Certificate II and Certificate III levels for the Security Grills and Screens sector.

Incorporation of Stained Glass and Lead Lighting units and qualifications in LMF02 Version 2

Stained Glass and Lead Lighting covers entry, basic requirements and limited tasks at Certificate II. Certificate III covers the notional trade level requiring the production and installation of stained glass and/or lead lighting. There is no legitimate requirement for a Certificate IV as those who operate at this level are narrowly skilled specialists.

The Stage III development requirements for the outstanding Furnishing Training Package components were covered in detail in the February 2003 report titled Stage 3 Furnishing Training Package Feasibility Exercise. The report recommended the development of a Stained Glass and Lead Lighting Sector within the Furnishing Training Package. Units and qualifications were developed for LMF02 Version 2 at the Certificate II and Certificate III levels to cover Stained Glass and Lead Lighting skill outcomes.

Incorporation of Blinds and Awnings units and qualifications in LMF02 Version 2

The Stage III development requirements for the outstanding Furnishing Training Package components were covered in detail in the February 2003 report titled Stage 3 Furnishing Training Package Feasibility Exercise.

This report recommended the development of a Blinds and Awnings Sector within the Furnishing Training Package. Units and qualifications were developed for LMF02 Version 2 at the Certificate II and Certificate III levels to cover skill outcomes in the blinds and awnings sector.

LMF02 Version 3

The key changes from LMF02 Version 2 to LMF Version 3 are:

- The inclusion of units of competency and qualifications in two new sectors:
 - Interior decoration and design
 - Furniture design and technology

The revision of the Certificate I in Furnishing to include interior decoration and design pathways.

In 2003, the then Light Manufacturing ITAB received a report titled *Stage 3 Furnishing Training Package Feasibility Exercise and Interior Decoration*

Feasibility Project. This report recommended the development of a Furniture Design sector to meet emerging industry needs and to replace a number of existing accredited State courses.

It was determined that the existing LMF02 Diploma of Furnishing Technology and Advanced Diploma of Furnishing Management met the training needs for technical and management skills for the non-furniture sectors but that new higher level qualifications were required to meet the needs of furniture design and interior decoration and design sectors.

The new units and qualifications have full support of the industry. This development has resulted from industry identified needs and in response to the following evolving trends identified in the MSA Environmental Scan:

- increased requirements for RTOs to comply with Training Packages
- increased recognition of non-formal skills pathways
- attempts to lift overall educational achievement levels.

Development has drawn on the experience and expertise of industry and RTOs to make the changes required by industry and to ensure LMF continues to meet their training and assessment requirements well into the future.

LMF02 Version 4

The kitchens and bathrooms sector is growing in Australia and according to industry representatives now employs more trade qualified cabinet makers than any other sector in the furnishing related industries (industry representatives estimate up to 80%). This reflects a significant shift in the application of furniture making skills from the more traditional skill base in the production of free standing furniture to work with 'fitted' furniture such as that used in kitchens and bathrooms.

MSA identified an industry need for an updating of the Training Package components within the Furnishing Training Package LMF02 in order to more appropriately meet these current skill needs.

Specifically, the industry needs identified and addressed in this project include:

- Review of the currently endorsed Certificate II in Furniture Making and Certificate III in Furniture Making (Cabinet Making) in order to integrate the needs of the kitchen and bathroom sector and remove mandatory requirements that are not necessary to this sector.
- Development of new units of competency to cover current skill gaps in the area of fitted cabinet manufacture and onsite installation in kitchens, bathrooms and other ancillary areas.
- Development of a new qualification and units of competency to cover skills used to support clients in the selection and ordering of kitchens and bathrooms from a showroom environment.

In addition, MSA and industry identified a need for coverage of skills in the design of kitchens and bathrooms. Extensive research and consultation was conducted and drafts of a new qualification and related units of competency were developed. While there was significant support for a new Certificate IV targeting kitchen and bathroom design, a consensus position from industry representatives on the qualification packaging and titling was not achieved by the time the project concluded. However agreement on content at the unit of competency level was achieved. MSA has decided

to include further consultation and development work on the proposed Certificate IV qualification in the Furnishing Training Package Redevelopment Project which has recently commenced.

The new components in Version 4 have been developed and validated extensively with industry and RTO representatives. This includes representation from cabinet makers, kitchen and bathroom manufacturers, installers and designers, unions, licensing bodies, RTOs, and industry associations from around Australia.

The project outcomes are qualifications and units of competency that reflect the skill requirements of the kitchens and bathrooms industry and incorporate the latest information on industry practice, gathered directly from enterprises and industry associations.

LMF02 Version 5

The development of new components for the kitchen and bathroom sector was identified as an industry Training Package requirement within MSA's Continuous Improvement Plan for 2008-2009.

The Kitchens and Bathrooms Project commenced in March 2008 and aimed to identify and target the skill needs of this industry sector through an extension of coverage of the Furnishing Training Package LMF02. It was initiated in response to both industry requests and MSA response to the growth of this sector in Australia. MSA appointed Richard Jenkins & Associates as the consultant for the project. The project resulted in the following qualifications being submitted for endorsement in version 4 of the Furnishing Training Package.

- LMF20309 Certificate II in Furniture Making
- LMF30409 Certificate III in Cabinet Making
- LMF32009 Certificate III in Kitchens and Bathrooms (Client Services)

The Kitchens and Bathrooms project in 2008 also examined the needs of people working as designers of kitchens, bathrooms and other interior spaces. While draft units were developed, agreement on a qualification was not able to be achieved during the MSA Kitchens and Bathrooms project and the finalisation of a design qualification was deferred to the Furnishing Training Package Redevelopment Project which is currently underway.

The kitchens and bathrooms sector is growing in Australia. One indicator according to industry representatives is that the sector now employs more trade qualified cabinet makers than any other sector in the furnishing related industries (industry representatives estimate up to 80%). Another form of growth is that people competent in kitchen and bathroom design, installation and renovation are being recognised by the public as also capable of undertaking similar work in other interior spaces where cabinetry design, installation and renovation is involved. This breadth of capability has been recognised through additional coverage at the unit level and through the title of the qualification now proposed for endorsement.

MSA and industry identified a need for coverage of skills in the design of kitchens and bathrooms and interior spaces as part of the previous Kitchens and Bathrooms project. There has been strong support for a design qualification that recognises the designer's ability to meet customer needs through the ability to combine design skills with detailed knowledge of externally manufactured kitchen and bathroom products and components and the on-site installation and renovation process.

The new Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces now offers national recognition and opportunities for formal training in one of the growth areas of the Furnishing Training Package coverage.

LMF02 Version 6

Two new units of competency for architectural hardware specifying have been developed for inclusion as electives in LMF40202 Certificate IV in Furnishing Technology and for use in Skill Sets related to architectural hardware specifying. The two new units are:

- LMFAH4001A Recommend security technology, hardware and services
- LMFAH4002A Prepare architectural door hardware schedules

The units have been developed by MSA in response to an increased demand for architectural hardware specifiers in more recent years especially around the need to meet state and federal regulatory requirements

These units are related to the niche area of architectural hardware. This is an important specialist occupational area which involves technical knowledge of door and window locking systems, automatic door closers, hinge arrangements and emergency exiting devices that would be required to meet national standards and building codes. The technical knowledge also encompasses the interpretation of complex building designs and drawings that architects and builders submit as part of quotations.

Architectural hardware specifiers use their technical knowledge to provide advice to clients on product selection and to prepare schedules on architectural hardware products needed for construction projects.

The national Architectural Door Hardware Association which represents over fifty member companies informed MSA that members are having difficulties in recruiting suitably qualified technicians (often known as specifiers). This difficulty is compounded by the difficulty of finding suitable accredited training to support new entrants to architectural hardware. The two new units will address skill areas which this project has identified as not able to be addressed by existing units. These include the development of architectural hardware product knowledge, understanding of relevant industry codes of practice and standards, and the preparation of client briefs.

Overview of the Furnishing Training Package

The furnishing industry has a long and proud history of being an excellent employer and trainer of new entrants to its industry. The industry is highly divergent, containing long-standing occupations such as Cabinet Making, Wood Machining, Polishing, Upholstery and Mattress and Base Making.

In the past 20 years other furnishing occupations have been recognised with structured training, including Floor Finishing and Covering, Glazing, Picture Framing, Soft Furnishing and Interior Decorating. While these occupations represent more significant numbers of people in the industry, furnishing also caters for a number of equally important, yet small sectors and/or emerging industries, such as Piano Tuning and Repair, Musical Instrument Making and Repair, Blinds and

Awning, Coopering, Security Screens and Grills, Stained Glass and Lead Lighting. The furnishing industry is grouped into sub-sectors which define related production techniques or products and various allied manufacturing activities and services. These are described in the Training Package as:

- Flooring Technology
- Furniture Finishing
- Furniture Making
- Glass and Glazing
- Mattress and Base Making
- Picture Framing
- Soft Furnishing
- Upholstery
- Blinds and Awnings
- Coopering
- Stained Glass and Lead Lighting
- Musical Instrument Making and Repair
- Piano Technology
- Security Screens and Grills
- Furnishing Management
- Interior Decoration and Design
- Furniture Design and Technology.

The size of the furnishing industry is most surprising as it is commonly regarded as a small industry. While the enterprises that form the industry are predominantly small businesses (95 per cent of enterprises employing between one and 20 people), the number of enterprises and employees clearly demonstrate that it should be more accurately viewed as a medium-sized industry.

The industry represents 3.2 per cent of gross domestic product equating to approximately \$49 billion turnover and employs 3.1 per cent of the Australian workforce. The workforce of well in excess of 100,000 (full-time equivalents) is employed in small business enterprises across Australia. This picture of the industry is rarely portrayed due to statistical collections by the Australian Bureau of Statistics attributing much of the furnishing industry turnover and employment, particularly in the growing manufactured board sector, to general manufacturing and related services.

An Industry Undergoing Change

The Australian furnishing industry, or at least major parts of it are at the crucial point along the evolutionary path. Technology advances in materials and a more discerning and demanding client group are impacting on the market place. There is an increased demand for unique and locally designed products.

At the other end of the spectrum there are increasing quantities of mass-produced third-world imports being marketed by prominent suppliers. This trend can only be arrested if the Australian industry can find ways to produce stock lines which can compete in terms of quality and cost.

The need for an appropriately skilled and responsive workforce has never been so evident as it is now.

Directions for Furnishing Training

The Furnishing Training Package is designed to assist enterprises and Registered Training Organisations in developing the skills required to support sustained industry success within national and global markets.

This will require a fundamental shift in thinking by all industry partners. In particular, partners must work together to ensure that vocational education and training enables employees (actual and prospective) to both:

- gain the competencies which are required to meet current and emerging industry and enterprise requirements, and
- gain qualifications which are nationally recognised, respected and transferable.

This is unashamedly an 'industry driven' approach, with the Units of Competency, qualifications and assessment guidelines reflecting the requirements of the industry sectors, enterprises and their employees. In keeping with the national policy of increasing the openness of the training market, the Furnishing Training Package aims to support more direct involvement by enterprises in the training and assessment of their workforces, and enable Registered Training Organisations to develop and deliver the services which individuals and enterprises value.

- The endorsed components of the Training Package provide the foundation on which this purchaser/provider partnership approach will be built.

The Furnishing Training Package is subject to continuous improvement with new occupational areas and industry sectors being included as industry identifies the needs. It is suggested that users confirm the status of the units and qualifications prior to use.

Confirmation can be obtained from:

Manufacturing Skills Australia

PO Box 289

North Sydney 2059

Phone: 02 9955 5500

Email: info@mskills.com.au

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualifications and Packaging Rules

[Note: Insert relevant information in relation to the above heading here]

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact ((CONTACT DETAILS OF THE INDUSTRY SKILLS COUNCIL))

((INDUSTRY SPECIFIC CHART OR CHARTS))

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘these competencies meet *[insert skill set title or identified industry area]* need’ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

[Note to developers: Provide advice about SkillSets including:

advice about other requirements of regulations that may need to be met such as any requirements for Australian citizenship or evidence of a certain period of work experience
advice about logical clusters that may meet industry needs; this could be similar to advice in the qualification packaging rules about choice of electives for particular pathways, but should be specific to the Skill Set

advice about the circumstances under which Skill Sets, rather than a particular qualification, could be delivered – where this is appropriate]

[Insert Skill Sets]

Skill Set: [Insert title]

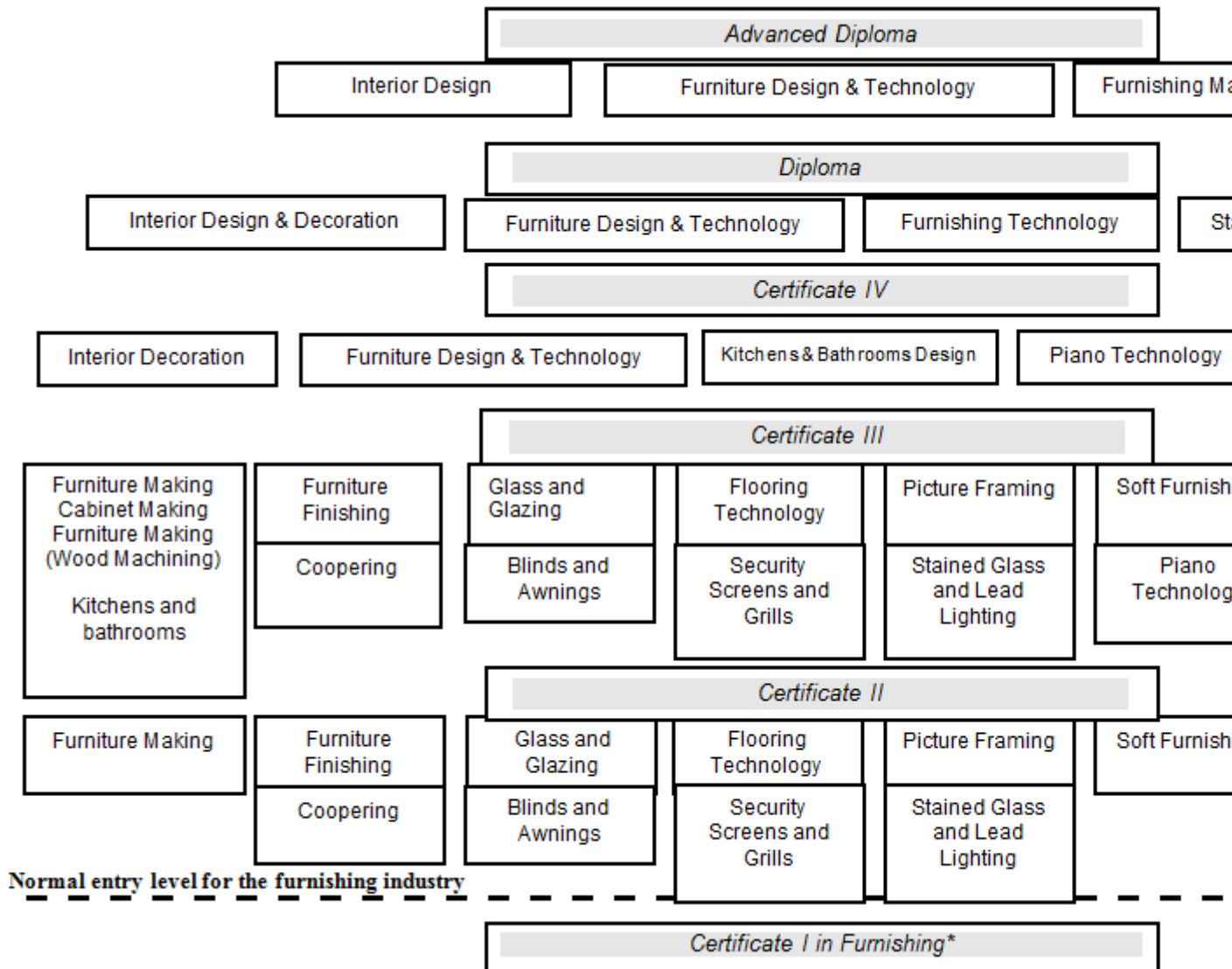
Target Group		
Units		

Pathway		
Suggested words for Statement of Attainment		

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Manufacturing Industry Skills Council (<http://www.mskills.com.au>).

FURNISHING INDUSTRY: QUALIFICATIONS PROGRESSION DIAGRAM



* Has a VET in Schools focus. With options to attain Core plus Sector Specialist Units as credits towards a Certificate II.

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http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

There are no Skills Sets developed for LMF02 at this time

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at:

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative

outcomes	<ul style="list-style-type: none"> • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> • managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • understanding basic business systems and their relationships • collecting, analysing and organising information
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies. The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.
-

Industry Requirements for Employability Skills

This is a technology based industry and a key role of operations personnel is the solving of problems. They are largely self managed and are expected to operate in both permanent and *ad hoc* teams as required. The communication of key safety, health, environmental and operational information to other personnel on site is a vital requirement.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment

- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the: design, establishment and management of the assessment system for this Training Package development of assessment tools, and the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a)	assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
(b)	assessment of knowledge and skills must be integrated with their practical application
(c)	judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration*.

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from < www.training.com.au >.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). See the AQTF and the edition of the AQF Implementation Handbook-available on the AQF Council website < www.aqf.edu.au>.

Awards, Licensing and other Regulatory Issues

Various awards and agreements apply within the manufacturing industry. This Training Package was designed to allow for these different arrangements. It is appropriate to use this Training Package as part of an award/agreement, but it has not been designed to fit any particular award or agreement.

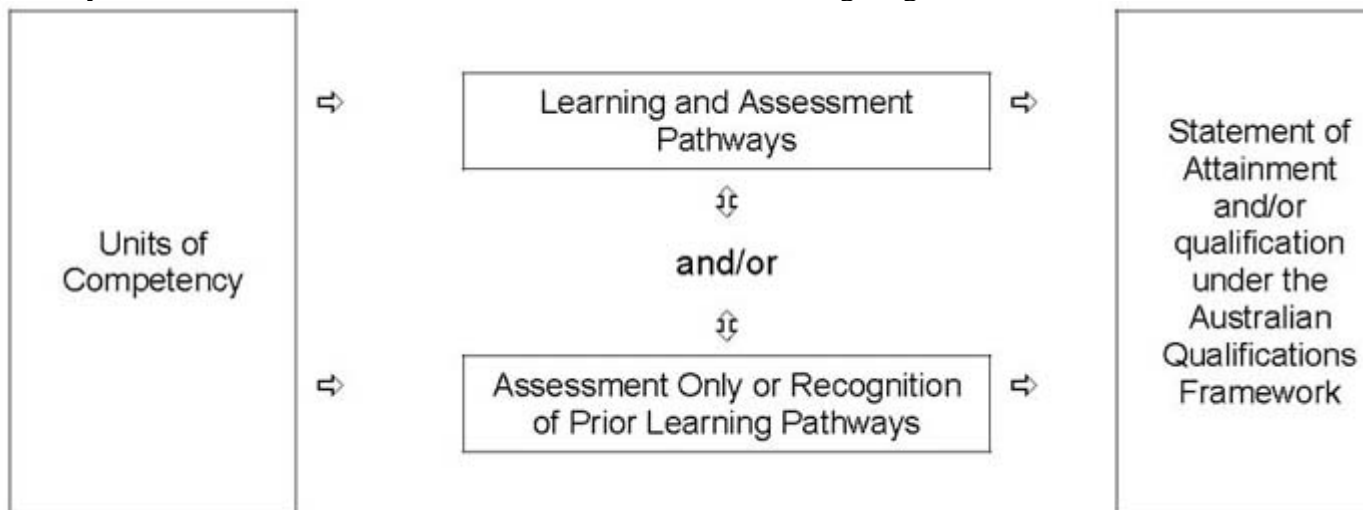
There are no general licensing issues, however specific licenses may be required in some jobs. The local regulations should be checked for details. The industry is generally subject to a range of regulatory control. These vary with the nature of the facility and to some extent on its location as most regulations are State based and many are enforced by local government. This Training Package allows for these differences without mandating them to specific units of competency which would not be appropriate.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, and the AQTF, 2 where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

- **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace;
- and people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written) consideration of a portfolio and review of contents consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work); valid (directly related to the current version of the relevant endorsed unit of competency); reliable (shows that the candidate consistently meets the endorsed unit of competency); current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).
- **Credit Transfer**

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4		Training and assessment is delivered by trainers and assessors who:
	a)	have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
	b)	have the relevant vocational competencies at least to the level being delivered or assessed, and
	c)	can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
	d)	continue developing their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence. *See AQTF 2010 <i>Users Guide to the Essential Standards for Registration</i> , Appendix 2

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register < www.ntis.gov.au >.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007

- meet the assessment requirements expressed in Standard 1 of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

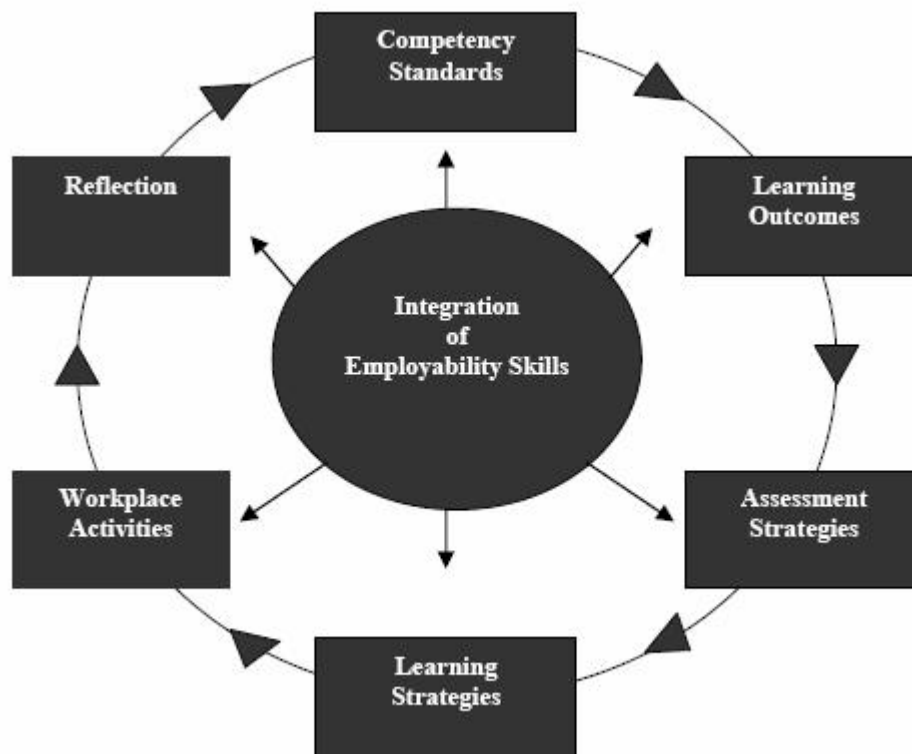
Mandatory Assessment Requirements

Assessments must meet the criteria set out in the 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5		Assessment, including Recognition of Prior Learning:
	a)	meets the requirements of the relevant Training Package or accredited course,
	b)	is conducted in accordance with the principles of assessment and the rules of evidence, and
	c)	meets workplace and, where relevant, regulatory requirements.
	d)	is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

Employability Skills in the Furnishing Training Package context

For more information on Employability Skills in **Manufacturing Skills Australia** Training Packages go to the Manufacturing Skills Australia website at www.mskills.com.au.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <<http://www.training.com.au/>>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <<http://employabilityskills.training.com.au>>

For more information on Employability Skills in Manufacturing Industry Skills Council Training

Packages go to the Manufacturing Industry Skills Council website at <http://www.mskills.com.au>.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

Assessment in the Furnishing Industry

The furnishing industry places premium on skills and knowledge that can be demonstrated in a real workplace environment. While assessment of some of the Units of Competency in the Furnishing Training Package can be carried out in a simulated work environment, the industry strongly recommends that assessment is conducted in the workplace, wherever possible.

Assessment of competency requires the collection of evidence and this should be conducted over a period of time. This assessment approach may include demonstration at the workplace and/or a simulated work environment to ensure that the demonstration of competency is valid and reliable. The individual being assessed needs to be aware that the collection of evidence is ongoing and needs to be part of the planning, conduct and review of the assessment process.

Supporting Integrated Training Delivery and Assessment

As a general principle, the furnishing industry supports the integration of Units of Competency for assessment, where practical, as this reflects real work practices.

An integrated approach to assessment brings together a number of Units of Competency, which reflect actual workplace requirements. For example, an employee working in a furnishing factory would complete a number of interrelated production and occupational, health and safety tasks together, not simply one individual task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual element of performance criteria.

Where both training and assessment are required, the industry supports an approach which provides for off-the-job training combined with assessment of the application of skills and knowledge in a real work situation.

The Furnishing Training Package defines on-the-job assessment as that assessment which occurs in the workplace as part of the normal operation of the business.

The Furnishing Training Package defines off-the-job assessment as that which occurs away from the normal operation of the business including, for example, assessment which may occur in the workplace but not under normal industry working conditions. The industry considers it important that candidates should have the opportunity to develop competency in structured learning programs which includes assessing in the workplace whenever possible. It would be expected that where an integrated competency assessment approach is implemented that several integrated competency assessments would be necessary to cover the breadth and complexity of the qualification, at Certificate II and above.

The context of the assessment, the role of the candidate and the complexity of the task will influence how many Units of Competency will be integrated.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Manufacturing Skills Australia

Level 7, 80 Arthur St.

NORTH SYDNEY NSW 2060

PO Box 289

NORTH SYDNEY NSW 2059

Telephone: (02) 9955 5500

Fax: (02) 02 9955 8044

Web: www.mskills.com.au email: info@mskills.com.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A"Beckett Street Post Office

Melbourne Victoria 8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact: Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 < www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users" Guide to the Essential Standards for Registration

<http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx>

For general information and resources go to <http://www.training.com.au/>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - < www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from: TVET Australia provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC. <http://www.productservices.tvetaustralia.com.au/>

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved.

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	Design residential interiors (Initiative and enterprise, problem solving, planning and organising, self management).
Unit Descriptor	This unit describes the knowledge and skills required to apply researched information to formulate creative and complex design solutions to a range of residential interior design situations satisfying the physiological, psychological, social, cultural and environmental requirements of the brief. (Initiative and enterprise, problem solving, self management, planning and organising, communication).
Element	Design the space (Technology, planning and organising, communication, problem solving).
Performance Criteria	Ideas are translated into 3-D space satisfying functional criteria. (Problem solving, technology, initiative and enterprise, planning and organising).
Range Statement	Resources may include but not be limited to computers, computer software, design software, computer aided drafting (CAD) software, colour boards, storyboards, swatches, Pantone Matching System (PMS) journals (directions magazines), artistic equipment and products, and model making equipment. (Technology, learning, self management).
Required Skills and Knowledge	Applying principles and elements of design. (Initiative and enterprise, problem solving, learning, planning and organising).
Evidence Guide	Effectively design for at least two residential interiors to provide the client with creative solutions that satisfy the design brief. (Initiative and enterprise, communication, problem solving, planning and organising).

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	Design residential interiors (Initiative and enterprise, problem solving, planning and organising, self management).
Unit Descriptor	This unit describes the knowledge and skills required to apply researched information to formulate creative and complex design solutions to a range of residential interior design situations satisfying the physiological, psychological, social, cultural and environmental requirements of the brief. (Initiative and enterprise, problem solving, self management, planning and organising, communication).
Element	Design the space (Technology, planning and organising, communication, problem solving).
Performance Criteria	Ideas are translated into 3-D space satisfying functional criteria. (Problem solving, technology, initiative and enterprise, planning and organising).
Range Statement	Resources may include but not be limited to computers, computer software, design software, computer aided drafting (CAD) software, colour boards, storyboards, swatches, Pantone Matching System (PMS) journals (directions magazines), artistic equipment and products, and model making equipment. (Technology, learning, self management).
Required Skills and Knowledge	Applying principles and elements of design. (Initiative and enterprise, problem solving, learning, planning and organising).
Evidence Guide	Effectively design for at least two residential interiors to provide the client with creative solutions that satisfy the design brief. (Initiative and enterprise, communication, problem solving, planning and organising).

Competency Standards - Industry Contextualisation

Units of competency may, and in some cases should, be contextualised to the sub-sector and type of work environment involved. Contextualisation which:

- replaces general directions with enterprise specific needs
- replaces generic equipment/process names with enterprise specific names
- replaces general processes/specifications with enterprise specific needs

is allowed and encouraged, provided the contextualised unit is of similar level and rigour to the original unit of competency.

Note that contextualising cannot be used to generate an additional competency which is closely related to an existing competency. Contextualisation can only be used to generate an alternative competency for qualifications purposes.

Contextualisation may only be done if it does not significantly change the level and rigour or change the application of the unit of competency. Contextualisation may be done within the required knowledge, range of variables and the evidence guide. Lists in these sections should be regarded as indicative lists unless otherwise stated.

Note also that contextualisation of the elements or performance criteria is not permitted. As a minimum, the contextualised unit of competency should:

- be of similar level and rigour
- be of a similar breadth, complexity and size
- be relevant to the industry sector and the enterprise
- not reduce the health, safety or environmental requirements
- retain the original unit code and title.

New units

Where there is no suitable equivalent unit of competency in any endorsed Training Package that can be used or contextualised to the enterprise's requirements, new units of competency may be developed and submitted to DEEWR via Manufacturing Skills Australia (MSA) for endorsement and inclusion in the Training Package. Any proposed new units of competency will be treated as a 'Category 2' change under the DEEWR continuous improvement guidelines and must be endorsed by the National Quality Council for listing on the National Training Information Service.

Importing units from other Training Packages

Units of competency may be imported from another endorsed Training Package to customise a qualification. These imported units of competency may be used to replace the maximum number of imported units that are identified in the packaging rules. The use of imported units of competency is allowed if:

- they are from an endorsed Training Package and are packaged at the same AQF certificate level (the original unit title and code number must be retained)
- they are appropriate to the needs of the enterprise
- any prerequisites and co-requisites specified in the original unit and any specific assessment requirements in the host Training Package are also observed.

Exporting units to other Training Packages

Manufacturing Skills Australia encourages other industries and ISCs to access the units of competency in this Training Package which might be appropriate to their needs. These units of competency may be used provided:

- the original unit code and title are retained
- they are only contextualised to the extent permitted above
- any specified prerequisites and co-requisites and any specific assessment requirements in the host Training Package are observed.

Manufacturing Skills Australia is advised of the specific competencies to be used to facilitate ongoing communication in the event of an update.

Appendix A: Version 1

Project team

Sue Woodward General Manager: Light Manufacturing Training Australia

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Special thanks to the furnishing company managers and staff who generously contributed their valuable time to the production of the photography reproduced on the covers of each volume of this Furnishing Training Package.

Steering Committee and Consultation Groups

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The development of the Furnishing Training Package involved extensive consultation processes. In addition to people directly involved in the formal development processes, many more were invited to participate in review and feedback processes.

Manufacturing Skills Australia and the members of the project National Steering Committee wish to recognise the invaluable assistance offered by the members of the National Technical Advisory Groups and others in the following lists who involved themselves in development and feedback activities.

Manufacturing Skills Australia also wishes to acknowledge the contribution made by the Executive Officers and staff of the national ITAB Network.

National Steering Committee Members

Surname	Preferred Name	Organisation
Bellaver	Morrie	Qld DEET and National STA Representative
Broun	Penny	SFIAA

Bushby	Russell	Russette Furniture Pty Ltd and Chair QLMITAB
Connell	Gavan	Oak Enterprises and Tasmanian Representative
Court	Gil	NT Major Industries TAC
Doran	Mick	CFMEU FFTS Division
Hoare	David	Light Manufacturing Training Australia Chair
Kruize	Laurie	HIA/NKBA
Lewis	Martin	FIAA NSW
Luckins	Peter	Peacock Furniture Pty Ltd and Chair NSC
McAuliffe	Ted	Eastyle Furniture and FIAA Vic/Tas
Petersen	Ross	NSW State Furnishing Training Centre and National Provider Representative

Members of National Technical Advisory Groups (TAGs)

Surname	Preferred Name	Sector	Organisation
Aleksiev	Stefan	PF	Jubilee Framers
Amann	Gordon	FT	TAFE North Coast NSW
Angove	Graham	MB	R B Day
Ashley	Philip	FM	TAFE Holmesglen College
Bassett	Phillip	FT	TAFE Sydney Institute
Beadman	Gayle	SF	Mardaw Soft Furnishers Pty Ltd
Bonasia	Tony	PF	Arts & Graphics
Brack	Peter	FC	Chippendale
Bradshaw	Lyndon	GG	Pilkington Glass
Bramich	Ernie	GG	Glass & Glazing & Interior Design Services
Brice	Ray	FC	Floor Covering Industry Suppliers Assn of SA

Brice	Sharon	FC	Australian Floor Covering Consultants
Brickhill	Howard	GG	Walsh's Glass
Broun	Penny	SF	SFIAA
Burrows	Brian	FC	Australian Safety floors
Canala	Peter	FM	Ambro
Coles	Brenton	FC	Tarket Sommer Australia
Cook	Ian	FM	Alexander J Cook
Cook	Ian	FT	Alexander J Cook
Court	Gil	FF	NT Major Industries TAC
Court	Gil	FM	NT Major Industries TAC
Court	Gil	FT	NT Major Industries TAC
Dalton	Wayne	MB	Dunlop Bedding
Dunbar	Chris	FT	TAFE Douglas Mawson
Esterman	Joe	FT	TAFE Bunbury
Farrington	Linda	FM	Studentworks
Gardiner	Stuart	MB	Slumbercare
Goodwin	David	FC	TAFE
Gosatti	Carlo	FM	Inglewood Products
Gosatti	Carlo	FT	Inglewood Products
Hampton	Steve	SF	Curtain Man
Hansen	Chris	FC	Northern Lifestyle
Harris	Bernadette	FT	Harris Bromley Pty Ltd
Harford	Barbara	SF	Manor Blinds and Curtains
Heydon	Mark	PF	Creative Framing
Hopgood	Bruce	FC	Premium Floors
Hughes	Christine	SF	TAFE Launceston

Hunter	Leo	FC	Integrity Cork and Floor Sanding Pty Ltd
Kelly	Mark	MB	Victorian ITAB
Kirby	Steve	MB	Joyce Foam products
Knight	Bob	SF	Knight's Quality Window Fashions
Kolanowski	Brian	FC	Shoey,s Floorcoverings
Kroon	Ferdie	GG	Tas Glass and Aluminium Assn
Langworthy	Brian	FT	TAFE Box Hill
Longley	Wayne	MB	Sealy of Australia
Mackie	Jim	GG	Architectural Glass Products
Maher	Jeff	PF	Bevelled Edge
Matthews	Terry	FC	Supreme Carpets 1
Millard	Gary	UP	Moran Australia
Milne	Alex	FT	Illaring Pty Ltd
Milne	Alex	FM	Illaring Pty Ltd
Moore	Darryl	UP	TAFE SA
Murley	Barry	FC	Boronia
Nieuwhof	Michael	FF	Toledo Furniture
Norlin	Kerry	FT	TAFE SEMC
Patten	Jeff	FM	TAFE Qld
Poole	Amanda	FC	Perth timber Floors
Poole	Mark	FF	Mirotone Pty Ltd
Porter	Rod	GG	Brisbane Mirror Company
Pursell	Adrian	MB	SupaRest Bedding Pty Ltd
Rattray	Rob	FF	TAFE, Launceston
Rattray	Rob	FT	TAFE, Launceston
Rattray	Rob	UP	TAFE, Launceston

Reinhardt	Paul	UP	Janda Furniture
Reizner	Martina	FM	Reisner Workshops
Rowswell	Stuart	GG	Chevron Glass
Scalisi	Vinceve	UP	Scalisi Fine Upholstery
Scott	Ron	FT	Chair FIAA/FITC NSW
Simpson	Mark	FF	Redwood Furniture Polishing
Smart	Noel	UP	Queanbeyan
Smythe	Brigitte	SF	Interior Design by Brigitte Smythe
Southward	Glenn	GG	Pilkington Australia Pty Ltd
Spiering	Paul	FF	Mirotone Pty Ltd
Stanley	Bryon	FT	RMIT Furntag
Tebb	Richard	FF	R & W Tebb French Polishers
Thomas	Errol	FC	Workplace Training for the Furnishing Industry
Weekes	Stephen	FT	TAFE Noarlunga
Wells	Ian	FF	Ian Wells French Polisher
White	Chris	PF	Leppington Picture Framers
Williamson	Glenn	FF	TAFE Lidcombe
Wykes	Ian	FM	TAFE Hunter Institute

General Consultation/Participation List by Sector

Floor Covering and Finishing

Surname	Preferred Name	Organisation
Allen	Peter	Dann & Allen
Barnett	Bob	Carpet Court
Barter	Mike	TAFE Tasmania
Bidgood	Tony	BCA Training Consultant
Boyd	Robyn	West Australian Floor- coverings Association

		(Inc.)
Boyd	Robyn	Dunlop Flooring
Boyes	Stephen	Floor Covering House
Boyle	Tony	Tas LMITB Inc
Brack	Peter	Chippendale
Brice	Ray	Floor Covering Industry Suppliers Assn of SA
Brice	Sharon	Australian Flooring Consultants
Brow	Philip	The Timber Flooring Ass of SA Inc
Burrows	Bryan	ASF P/L
Clague	Robert	Northern Suburbs Flooring
Clark	John	John Clark Carpets
Coggins	Dave	Carpet 1
Coles	Brenton	Tarket Sommer Aust
Dale	Mike	Carpet One
Desmond	Peter	Anderson's Carpets
Eddy	Peter	Floorcovering Installers Association
Farrer	Liza	Sunstate Floor Coverings
Firth	Allan	Carpet Institute of Australia
Foletta	Bob	Interface Australia
Gibson	Steve	Flooring Innovations
Gleeson	Jim	Vibro Engineered Cement
Goodwin	David	TAFE Tasmania
Gourlay	Adam	Modern Living Carpet Court
Groves	Phil	Master Kelwin Floors
Gutherie	Allan	Floors & Alternatives

Hansen	Christine	Northern Lifestyle
Hopgood	Bruce	Premium Floors P/L
Hoppe	Gerd	Advance Carpet Choice
Hunter	Leo	Integrity Cork & Floor Sanding
Jones	David	Andersens Carpets
Kelly	Peter	Floor Covering Assn of NSW
Kelly	Peter	PKF
King	Peter	Carpet One
Kolanowski	Brian	Shoey's Floorcoverings
Kolanowski	Brian	FIAQ
Lord	Bob	Carpet Mania Carpet Court
Marios	Tony	Unique Floors
Mathews	Gary	Carrington
Matthews	Terry	Supreme Carpets
McCain	Ern	LMITB NSW Ltd
McDermott	Peter	The Good Homemakers
Millikan	Mark	Tas Floor Surfacing Co
Mole	Gary	Modern Carpet & Vinyl
Mowbray	Phil	Enviro Floors
Murley	Barry	The #1 Floor Sander & Vic TAG Rep
Nardi	Keith	Flawless Floors
Poole	Amanda	Perth Timber Floors
Rynja	Steve	Concept Carpet Court
Schuhlin	Leo	Advance Apollo Floors
Scrivin	Lee	Professional Floors
Silk	Rob	Cameron's Carpet Court

Smart	Chris	Kings Carpet Choice
Taylor	Bob	ULMITB Ltd
Thomas	Errol	Workplace Training
Vince	Bill	TAFE Tas - Team Leader of Construction Services

Furniture Finishing

Surname	Preferred Name	Organisation
Alps	Stuart	Launceston Cabinet Coy
Andreassen	Ivan	Design A Space
Bailey	Robert	Bailey Manufacturing
Bowen	Martin	ITAF Furniture P/L
Burton	Paul	Holmesglen Institute
Bush	Chris	Claremont College
Clinch	David	Custom Cabinets
Cooper	Ray	RJ & BJ Cooper
Daley	Steve	Devonfield Enterprises
Dunlop	Paul	Granny's House
Edwards	Bill	Furntech Joinery
Fair	Ian	ITAF Furniture P/L
Farrington	Linda	Studentworks
Faulkner	David	FIAA (Management)
Faulkner	Charlie	Faulkners French Polishing Services
Garreffa	Roy	Adelaide French Polishers
Gilpin	Graham	K M Smith
Hill	John	Hymark Furniture
Hodges	Gavin	Bayside Quality Furniture Restoration

Hume	John	Hume & Kerrison P/L
Hunold	Fred	Australian Door Company
Hunschke	Matthew	Matthew J Hunschke French Polisher
Hussey	Brian	Premier 2000 Polishers
Keen	Brian	Rintoul Pty Limited
Kelly	Chris	Joinery Product Sales P/L
Klein	Gerhard	Keogh Enterprises
Larsen	Craig	Design A Space
Layton	Russell	Clifton Furniture P/L
Logue	Cassie	Old & Unique Restorations
Martin	Stuart	The Martin Group
McCleneghan	Lyn	Newstead College
Murray	Gerard	FIAA Queensland
Nardecchia	Dino	Fine Art Polishing
Nardecchia	Dino	Fine Art Polishing
Nieuwhof	Michael	Toledo Furniture
Poole	Mark	Mirotone NSW
Rattray	Rob	TAFE Tasmania
Reville	Clayton	Reville Restorations
Rockliffe	Wendy	Elizabeth College
Rodman	Leigh	Leigh Rodman Kitchens & Bathrooms
Sanford	Russell	RUV Australia
Simpson	Mark	Redwood Furniture Polishing
Speer	Judy	Tas LMITB Inc
Spiering	Paul	Mirotone Vic
Spits	Mark	Furnir

Tait	Colin	BVR Brooker Furniture
Tamplin	David	Northern Kitchen Sales
Tebb	Richard	R&W Tebb French Polisher
Turner	Mark	WL & HF Turner & Son P/L
Uljaravic	Michael	Paragon Queen Anne
Wells	Ian	Ian Wells French Polishers
Yates	Gary	FMCA

Furniture Making

Surname	Preferred Name	Organisation
Adams	Ron	Sotico
Aldridge	Ralph	Suncoast Kwila Products
Alps	Stuart	Launceston Cabinet Co
Anderson	Mark	Proform Postformer & CMA Member
Anning	Robert	Century Furniture
Armstrong	Doug	Elizabeth College
Ashley	Phillip	TAFE Holmesglen
Beaumann	David	Davis Furniture
Blaha	Justin	Tessa Furniture
Bosveld	Alan	Coastline Kitchens & CMA Member
Bowler	Simon	Silverlynx
Brooker	Les	Brooker
Brooks	Richard	Cabinet Makers Assn
Brown	Michael	Studentworks
Bush	Chris	Claremonnt College
Bushby	Russell	Russette Furniture
Butterfield	Derek	Mayco Industry Pty Ltd

Caccamo	Dominic	Western Cabinets
Canala	Peter	Ambro
Canino	Bernie	Regalline Cabinets & Joinery
Chapman	Jeff	The Board Factory
Clare	William	Clarecraft
Clare	Mike	Clarecraft
Clinch	David	Custom Cabinets
Cock	Graeme	FIAA
Connell	Angela	Brisbane Institute of TAFE
Cook	Ian	Alexander J Cook
Costanza	Fortu	IJF (Australia)
Cox	Timothy	Tradway Furniture
Cox	Allen	Northcoast Joinery
Craven	Neil	FIAA
Daley	Steve	Devonfield Enterprises
Damouni	Edmund	Hatakusi Pty Ltd Antry
Doran	Mick	FFTS Division CFMEU
Drage	Arthur	West Coast College of TAFE
Drew	Alyssa	TAFE Tasmania
Duthie	Alvin & Karen	Marabou Furniture & CMA Member
Edmunds	Paul	Gabbett Woodworking
Edwards	William	Furntech (WA) Pty Ltd
Elsegood	Steve	TAFE SEMC
Esterman	Joe	South West College of TAFE
Evans	Peter	Premier Furniture Pty Ltd
Fair	Ian	ITAF Furniture

Farrington	Linda	Studentworks
Giuliani	Ciro	Wentworth Furniture Coy
Gosatti	Carlo	Inglewood Products
Grassi	Joe	IKAL Kitchens
Haddon	Gary	Haddon Kitchens
Harris	Malcolm	Circa & School of Wood
Hausler	Steve	Seaview Joinery
Hayhoe	Peter	Pesha Furniture
Hearn	Ian	FIAA (WA)
Hill	John	Hymark Furniture
Holst	Glen	Glen Holst Furniture
Howard	Graham	Southern Sydney TAFE
Hume	John	Hume & Kerrison
Hyslop	David	Wicker Manufacturers
Illings	Peter	Illings Own Fine Furniture
Johnson	Henry	Kangan Batman Inst of TAFE
Keas	Daniel	DDK Commercial Interiors
Kelly	Chris	Joinery Product Sales
Keogh	Don	Keogh Enterprises
Kidman	Lee	Kidman Furniture
Killen	Ray	IJF
Kniross	Malcolm	Kinross Furniture
Large	Julie	Workplace Employment & Training Services
Laugher	Tony	Hume & Kerrison
Layton	Russell	Clifton Furniture P/L
Leighton	Don	Spenceleigh Cabinets

Littlefield	James	Southern Sydney TAFE
Luckins	Peter	Peacock Furniture Pty Ltd
Lytton	Eric	CMA WA
Mamrott	Ed	Inset Kitchens
Martin	Stuart	The Martin Group
Mathewson	Neville	TAFE Tasmania
McCleneghan	Lyn	Newstead College
McDonald	David	BIGA
McGregor	Brett	Burgess Furniture
McIntyre	Manfred	Manfred L McIntyre
Milne	Alex	Illaring Pty Ltd
Mimmo	Joe	Carjo
Monteleone	Geoff	IJF (Australia)
Morrison	Grant	Acme Fine Furniture
Murray	Gerard	FIAA Queensland
Nieuwhof	Michael	Toledo Furniture
Norlin	Kerry	TAFE SEMC
Ong	Chuan	Sotico
Paris	David	Jah Roc Furniture
Patten	Jeff	TAFE
Perkins	Greg	Hycraft Furniture
Price	Greig	TAFE Tasmania
Prole	Bill	OJ Kitchens
Reinhardt	Paul	Janda Furniture
Reinsner	Martina	Rienzner Workshops
Riedo	John	Boutique Kitchens

Robba	Mark	Queensport Furniture
Rockliffe	Wendy	Elizabeth College
Rodman	Leigh	Leigh Rodman Kitchens & Bathrooms
Rupe	Alex	AAA Alexander
Schiavello	Michael	Schiavello Furniture
Schubert	Franz	Burqtec
Scullin	Guy	Gumnut Furniture Co
Seeds	Brad	Logan Institute of TAFE
Slack	Ron	Tessa Furniture
Smith	Geoff	Biltrite Furniture Company
Smith	Ben	Corringle Furniture
Snare	Alan	Newstead College
Speer	Judy	Tas LMIT Board Inc
Spits	Mark	Furnir
Tamplin	David	Northern Kitchen Sales
Temby	Warwick	Housing Industry Association
The Manager		K-Jay Kitchens
The Manager		Philian Wood Products
Trevaskis	Allan	School of Wood/Forest Heritage Area
Turner	Mark	WL & HF Turner & Son P/L
Uljaravic	Michael	Paragon Queen Anne
Watson	Robert	Southern Sydney TAFE
Watter	Alan	Kitchen Gallery
Williamson	Barry	Fremantle Furniture Factory
Wykes	Ian	TAFE Hunter Valley
Zappala	Frank	House of Kitchens

Glass and Glazing

Surname	Preferred Name	Organisation
Adams	Romnon	City Glass & Leadlights
Adlam	Ron	Manly Glass
Archie	Alan	G James Safety Glass
Ashton	Roger	O'brien Glass Industries
Blanksby	Don	Glass & Glazing Assn
Bradshaw	Lindon	
Bramich	Ernie	Glass & Glazing & Interior Design Services
Brickhill	Howard	Walsh's Glass
Briffa	David	Fitzroy Glass Pty Ltd
Budd	Gavin	Lidco
Campbell	Bob	Q-Build Construction Workshop
Davies	Michael	Bayside Glass & Aluminium
Davis	Lewis	Glass Supplies Pty Ltd
Doran	Mick	FFTS Division CFMEU
Fisher	Peter	Lidcombe TAFE
Fox	David	Costless Glass & Mirrors Pty Ltd
Fraraccio	Felix	Stevens Glass
Gofton	John	Kingborough Glazing
Greenwood	Chris	TAFE Construction & Transport Division
Guerin	Adrian	Central Glass
Hadfield	Wayne	TAFE (Gateway Campus)
Hayes	Greg	C James Safety Glass Pty Ltd
Hind	Bill	Pilkington Australia
Kay-Spratley	Warren	Lidcombe TAFE

Kelly	Chris	Joinery product Sales Pty Ltd
Keunhe	Stephen	G James Australia
Kovacic	Mark	Construction Glazing
Kroon	Freddie	Tas Glass & Aluminium Assn
Land	Paul	Glass Solutions
Lang	Roland	O'Briens Glass
Conrad	Gary	O'Briens Glass
Latham	Neil	TAFE Tasmania
Mackie	Jim	Architectural Glass Products
Matfin	Cliff	Martin Energy Products (Australia) Pty Ltd
McKay	Colin	Business SA
Members		Glass & Glazing Assn of WA
Nicholls	Mark	Glass & Glazing Lidcombe TAFE
Penrose	Nigel	Penrose Glass
Porter	Rod	Brisbane Mirror Company
Reidy	Alan	Holmesglen Institute of TAFE
Riley	Dennis	Lidcombe TAFE
Rowswell	Stuart	Chevron Glass
Saunders	Colin	Pilkington Glass (Hobart)
Schnell	Graham	Bradnam's Windows & Doors
Simeon	Ian	Unity Glass Pty Ltd
Smith	Janene	Colonial Glass & Leadlight
Southward	Glen	Pilkington (Aust) Ltd
Tomlinson	Bill	TAFE (Gateway Campus)
Trotman	Kevin	DMS Glass
Urban	Matt	O'brien Glass Industries

Wallace	Rodney	Pilkington Glass (Hobart)
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Widger	Graham	Kingborough Glazing
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Mattress and Base Making

Surname	Preferred Name	Organisation
Angove	Graham	R B Day
Brown	Bob	AH Beard Pty Ltd
Clark	Alan	Sealy of Australia (WA)
Cole	Len	Dunlop Bedding
Cunningham	Ian	Aqua Pacific Waterbeds
Dalton	Wayne	Dunlop Bedding
Gardiner	Stuart	Slumbercare
House	Richard	Dunlop Bedding
Kaus	Jeff	Juvenator Sleep Systems Pty Ltd
Keen	David	Rolfe & Company Pty Ltd
Kelly	Paul	Vita Pacific Ltd
Kelly	Jeff	Dunlop Bedding
Kelly	Mark	FTV
Kirby	Steve	Joyce Foam Products
Longley	Wayne	Sealy of Aust
Mathieson	Tom	Brisbane Institute of TAFE
McNamara	Graeme	Therapedic of Queensland
Monks	Paul	Adriatic Slumber
Moritz	Peter	The Mattress Factory
Murray	Gerard	FIAA Queensland
Nixon	Chris	Sleepeeze Bedding Australia

Pearson	Norm	Sleepyhead Manufacturing P/L
Pitt	Robert	A.1 Waterbeds
Pruckner	Rick	Pacific Brands Household Products
Pursell	Adrian	SupaRest Bedding Pty Ltd
Reid	John	Workplace Training Pty Ltd
Ridgewell	Trevor	Joyce Corporation
Schroder	Russell	Dunlop Bedding
Speer	Judy	Tas LMITB Inc
Tyrell	Joe	Sealy
Valcone	Bill	Sleeptite Orth-A-Pedic Bedding
Vallnage	Keith	Support a Mattress
Vandersheel	Mike	Thomas Peacock & Sons P/L
Walker	Dan	Authetic Futons

Picture Framing

Surname	Initials/Preferred Name	Organisation
Adams	Sue & Peter	Adams Family Framing
Aikman	Chris & Erol	Artland
Aleksiev	Stefan	Jubilee Framers
Beale	Jennifer	Frames & Finishes
Beale	Jennifer & Geoff	Frames and Finishes
Bonasia	Tony	Arts & Graphics
Cameron	Roger	The Picture Place
Coach	Ralph	Annerley Picture Framing
Cobbin	Matthew	Gallery Newtown
Crane	Graham	GeeCee's Creative Concepts

Crawford	Neville	Recherche Specialty
Crawford	Neville	PFGV
Daley	John	Framing Specialists
Daley	John	PFGV
Filipone	Frank	Profile Magazine
Fisher	Dianne	Design Framing
Fisher	Dianne	PFGV
George	Gary	Smart Art Gallery
Gill	Helen	Maleny Picture Framing
Gordon	Brian	Brisbane Institute of TAFE
Harbison	Ross	Frame Craft
Harrison	Kathy	Totem Arts & Framing
Heydon	Mark	Creative Framing
Heydon	Mark	PFGV
Jeffreson	Adam	PFGV/Frame Rite
Klapp	Klaus	Canterbury Gallery
Klapp	Klaus	PFGV
Lauder	Ian	Matisse Picture Frames
Lorensene	Rob	Robel Framing Gallery
Lorensene	Rob	PFGV
Maher	Jeff	Bevelled Edge
Manser	Andrew & Paul	Advance Picture Framing
Matley	David	Toowong Framing Corner
Murphy	Christine & Michael	Murphy Framing
O'Rourke	Mark	PFQ
Overton	Paul	Frame Factory

Prior	Jan	Priority Framing
Prymke	Jodie	Corporate Framing Solutions
Prymke	Jodie	PFGV
Rich	Tony	Art Conservation Framers
Rich	Tony	PFGV
Roberts	David	Hang Ups Artwork & Frames
Sharrock	Craig	F G Custom Framing
Sinclair	George	Sinclair Lloyd Frames
Speer	Judy	Tas LMITAB Inc
Stifler	Roy	A & A Framers
Stockey	Julius	PFGV/Cotham Gallery 101
Taylor	Clive	Taylor Framing
Thurman	Carol	Keppel Art & Framing
Tolcher	Dianne & Geoff	The Bevelled Edge
Wagner	Luke	Luke Wagner Framemakers
Wang	Johnathon	Northside Picture Framers
Warren	Terry	Artery
White	C A	Leppington Picture Framing

Soft Furnishing

Surname	Preferred Name	Organisation
Anderson	Dean	Anderson's Soft Furnishing
Bakker	Bev	Bebak Designs
Beadman	Gail	Mardaw Soft Furnishers
Boswell	Laurel	Curtain Collection
Broun	Penny	SFIAA
Bruce	Geoffrey	Carpet Curtain Connection

Daniels	Fred	SFIA
Drew	Alyssa	TAFE Tasmania
Hampton	Steve	Curtain Man
Harford	Barbara	Manor Blinds & Curtaining
Hughes	Christine	TAFE Tas
Kennedy	Denise	Curtain Elegance
Knight	Bob	Knight's Quality Window Fashions
Major	Ruth	R&R Curtains & Quilting
Matthews	Eva	Brisbane Institute of TAFE
Milner	Russell	Curtains & Blinds
Nicclair	Brad	Soft Furnishing Industry Ass of WA
Overton	Philip	ZAB Window Fashions
Roach	Murray	Murray's Wallpaper & Curtin Gallery
Smythe	Bridgitte	Interior Design by Bridgitte Smythe
Stalker	Bob	Cardell Manufacturing
Streets	Gary	Factory Blinds
Stubbs	Lucille	Winflo Curtains
Tacey	Andrew	Curtain Wonderland
Turnley	Chris	Custom Curtains
Walsh	Jim	TAFE Tasmania
Williams	Kate	From Rags to Swags
Wilson	Josie	Light Manufacturing ITC
Upholstery		
Surname	Preferred Name	Organisation
Allen	Greg & Lyn	JF Allen & Co P/L
Andrae	Steven	Sassi Designs

Arnold	Andrew	Cape Country Upholstery
Balleggi	David	Furniture Inspirations
Bernadini	Bruno	West Coast College of TAFE - Balga Campus
Brandes	Peter	Peter Brandes Upholstery
Clifford	John	John Clifford Upholstery
Coleman	Martin	Contour Furniture
Cook	Ian	Alexander J Cook
Courtney	Gary	Cleveland Upholstery
Cuthbertson	Wayne	Tasma Upholsterers
Davis	Wayne	Just Leather
Ellis	Richard	Richard Ellis Furniture Design & Upholsterers
Ewert	Max	Maxwells Upholstery
Garnham	Michael	Jardan Australia
Gillard	Bradley	IDF Interior Design & Furn
Hill	John	Hymark Durniture
Hinton	John	Rawlings Upholstery
Jordan	Charles	Charles Jordan Upholstery
Kelly	Mark	FTV
Kossenas	Andrew	IMP Concepts
Leigh	Phil	Carleton Custom Upholstery
Lockett	Denis & Michael	Tamar Valley Upholstery
Mathieson	Tom	Brisbane Institute of TAFE
McAuliffe	Ted	Eaststyle Furniture
McCormack	Gary	West Coast College of TAFE - Balga Campus

McDonald	Barry	Jon Barrie Furniture
McMahon	Molly	Molmic Furniture
Menna	Tony	Lounge Innovations
Millard	Gary	Moran Aust
Moore	Darryl	Croydon
Morrison	Grant	Acme Fine Furniture
Murray	Gerard	FIAA Queensland
Parker	Frank	Argyle Furniture Designs
Postma	Geoff	TopForm Furniture
Rattray	Rob	TAFE Tasmania
Raynor	Steve	Steve Raynor Upholstery
Reid	John	Workplace Training Pty Ltd
Reinhardt	Paul	Janda Furniture
Sayers	Terese	Laverne Trading Co Pty Ltd
Scalisi	Vince	Scalisi Fine Upholstery
Shah	Yogesh	Focus Designs
Smart	Noel	Queanbeyan
Speer	Judy	Tas LMITAB Inc
Teunissen	Jeff	Motion Chair Company
Ware	Cory	Dunlop Flexible Foams
Warwick	Barry	Pegar Furniture
Williams	Raymond	Parry & Williams

Furnishing Technology

Surname	Preferred Name	Organisation
Amann	Gordon	TAFE North Coast NSW
Ashley	Phillip	TAFE Holmesglen

Bassett	Phillip	TAFE Sydney Institute
Cook	Ian	Alexander J Cook
Court	Gil	NT Major Industries TAC
Dobric	Alex	North Melbourne Institute
Drage	Arthur	West Coast College of TAFE
Dunbar	Chris	TAFE Douglas Mawson
Emerson	Bill	Victoria University
Esterman	Joe	TAFE Bunbury
Forbes	Keith	Chisholm Institute
Gosatti	Carlo	Inglewood Products
Hampton	Simon	Wodonga Institute
Harris	Bernadette	Harris Bromley Pty Ltd
Langworthy	Brian	TAFE Box Hill
Midwood	Peter	Chisholm Institute
Milne	Alex	Illaring Pty Ltd
Norlin	Kerry	TAFE SEMC
Pratt	Julian	RMIT
Presslor	Bill	Holmesglen Institute
Pringle	Philip	Kangan-Batman Institute
Rattray	Rob	TAFE, Launceston
Scott	Ron	Chair FIAA/FITC NSW
Smythe	Terry	Box Hill Institute of TAFE
Stanley	Bryon	RMIT Furntag
Thorn	Russell	Goulburn Ovens Institute
Tittensor	Martin	Wodonga Institute
Weekes	Stephen	TAFE Noarlunga

Wood Keith Douglas Mawson Institute (SA)

Appendix B: Version 2

Consultation

Blinds and Awnings Advisory Committee

Surname	Preferred Name	Organisation
Spiteri	Charles	
Broom	Mark	DABSCO
Lewis	Mark	Del-Ray Canvas
Reid	John	Workplace Training Pty Ltd
Graham	John	Tudor House Pty Ltd
Hartland	Peter	Hartland's Blinds
Hughes	Evan	Blind Wholesalers Australia
Green	Mike	Shade Creations
Streets	Gary	Factory Blinds

Coopering National Advisory Group

Surname	Preferred Name	Organisation
Hangartner	Bruno	Margaret River WA
Schahinger	Charles	Schahingers Cooperage SA
Graham	Hanlon	Tasmania
Redden	Darren	Seven Oaks Cooperage Vic
Presti	Neil	Heritage Coopers Vic
Janssen	Gary	Spindels and Staves NSW
Schmeider	David	Schmeider Cooperage Qld

Stained Glass And Lead Lighting National Advisory Group

Surname	Preferred Name	Organisation
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Barnard	Jan	Albion Glass QLD
Fisher	Peter	South Sydney Institute NSW
Coleman	Liz	Holmesglen TAFE Vic
Young	Graham	Tudor Rose Glass TAS
Graham	John	Tudor House WA
Frith	Ian	WA Art Glass Guild WA
Unrepresented		SA, NT & ACT

Security Screens & Grills National Advisory Group

Surname	Preferred Name	Organisation
Siwek	Michael	Vincent Security QLD
Redhead	John	Direct Home Products NSW
Brennan	Bernie	Man-U-Fact ACT
Hyland	Viv	Multi Fit VIC
Anderson	Graham	Southern Screen Scene SA
Broom	Mark	DABSCO NT
Unrepresented		TAS

Musical Instrument Making And Repair National Advisory Group

Surname	Preferred Name	Organisation
RAULIN	Rene	Rene Raulin Instrument Maker West Australia
ROCCISANO	Dante	Adelaide Violin Gallery South Australia
AKERMAN	John	John Ackerman Violin Maker Tasmania
NOYCE	Ian	Noyce Guitars Victoria
Not represented		Australian Capital Territory
TYRRELL	Ken	Australian Association of Musical Instrument Making New South Wales
EATON	Doug	Stanley River Music & Australian Association of Musical Instrument

		Making Queensland
Not represented		Northern Territory
OCHOTECO	Gabriel	Gabriel's Guitar Workshop Queensland
HARVEY	Ian	Australian Music Association Victoria
National Flooring Industry Training Advisory Group		
Surname	Preferred Name	Organisation
Jenkins	Michael	Armstrong International
Bellaver	Morrie	Department of Employment and Training, Queensland
Agrefta	Domenic	Canberra Floor Craft
Tovey	Bill	Carpet Court - National
Tree	Bill	ISC (NSW)
Lewis	Martin	FIAA NSW Training Services
Lowe	Chris	Lomac Commercial Flooring NSW
Carter	Jason	Floor Covering Association, NSW
Flierman	Randy	National Timber Flooring
Speerin	Neil	Varie Coat Australasia P/L
Seccombe	Bruce	Floor Vision Queensland
Sutton	Mark	Australian Carpet and Carpet Tile Co
Plunkett	Greg	The Carpet Company Hobart
White	John	Floor Covering Association, Vic
Budge	Stuart	Timber Flooring Association Victoria
Gavaghan	Patrick	TIA Business Services Victoria
Van Elswyk	Fred	WA Floor Covering Assn
Cooper	Bob	BCA Training & Development
Piano Technology Reference Group		
Surname	Preferred Name	Organisation

Bailey	Gary	Piano Magic
Beeson	Bernard	In Tune Piano Service
Bennett	Owen	
Bolsius	Mark	Bolsius Piano Services Pty Ltd
Burch	Brian	Brian Burch Pianos
Clark	Peter	Snadens
Cooper	Kerry	Brisbane Pianos
Dalton	Warwick	
Furness	Anthony	
Harvey	Graeme	
Hawkes	Eric	Restored Pianos
Jenkin	David	Jenkin Piano Service Ltd
Kinney	David	Blue Mountains Piano Services
Lawson	David	
Letchford	Kim	K & A Letchford
McGowan	Graeme	
Ottley	Brent	
Pollard	Geoffrey	Sydney Conservatorium of Music
Quigley	Greg	Jazzworks
Ryan	Michael	
Smith	Geoff	KGP Smith Piano Tuning
Stevens	Robin	
Tunzi	Paul	
Van Uden	Rob	Van Uden's Piano Services
Vine	Bill	Piano Services Australia
Wilkins	Ron	Ronlyn Piano Services

Kelly	Mark	State ITAB Representatives
Keddie	Julie	
Tree	Bill	
Taylor	Bob	
Court	Gil	
Curry	Ian	
Doherty	Debra	
Dielesen	Jillian	
Cunningham	Jack	

Appendix C: Version 3

Project management

The project was managed by Manufacturing Skills Australia and overseen by two Technical Advisory Groups made up of major stakeholders and technical experts. The TAG terms of reference were to:

- oversee and advise on consultation processes
- provide advice on underpinning knowledge and technical content
- act as a technical advisory group in the development of new units of competency
- assist with the resolution of any issues.

The TAG members are listed below.

Furniture Design and Technology

Name	Organisation	State/Territory	Representing
Rod McLean	Independent Designer	Vic	Industry
Bryon Stanley	RMIT	Vic	RTO
Carlo Gossati	Inglewood Products	WA	Industry
Allan Trevaskis	Forest Heritage Centre	WA	Industry
Sam Di Mauro	Griffith University	Qld	RTO
Marc Harrison	Antworks	Qld	Industry
Richard Coker	University of SA	SA	RTO
Jan Coker	University of SA	SA	RTO
Martin Tomasoni	TAFE NSW	NSW	RTO
Chris Francis	Francis Furniture	NSW	Industry

Ian Wykes	TAFE NSW	NSW	RTO
Evan Dunstone	Dunstone Design	ACT	Industry
Dan White	Axiom	Tas	Industry
Noel Tomes	Noel Tomes Design	NT	Industry
Scott Mitchell	Scott Mitchell Design	ACT	Industry
Pam Erasmus	Aust School of Fine Furniture	Tas	RTO
Gordon Amann	TAFE NSW	NSW	RTO
Mark Kelly	VFITB	Vic	ITAB

Interior Decoration and Design

Name	Organisation	State/Territory	Representing
Debra Horgan	TAFE SA	SA	RTO
Chris Klimek	Canberra Institute of Technology	ACT	RTO
Alex Milne	Design First	Qld	Industry
Lindsay Saleeba	Lindsay Saleeba Interiors	WA	Industry
Carol Smith	Glenn Smith and Associates	Tas	Industry
Norma Swanepoel	Maie Douglas Interiors	NSW	Industry
Charles Boubis	Soft Furnishing Association of Aust	Vic	Industry
Elizabeth Nash	Crichton Interiors	Vic	Industry
Victoria Versteeg	RMIT	Vic	RTO
Elaine Roberts	Commercial Arts Training College	Qld	RTO
Noel Tomes	Noel Tomes Design	NT	Industry
Mark Kelly	VFITB	Vic	ITAB
Randy Flierman	BCA	Qld	Support consultant

Consultation and validation processes

Consultations were undertaken nationally, involving face to face meetings, targeted email distribution of drafts to stakeholders (including industry associations, unions, RTOs, State/Territory ITBs, STAs and individual enterprises) and wider distribution via the MSA website and the MSkills email update. Individual consultations were also conducted to confirm content and approach.

Many people made time in their busy schedule to participate in this project. Without their expertise and input, the project would not have been able to achieve its objectives and this is gratefully acknowledged.

Furniture Design and Technology – consultation list

Development of the Furniture Design and Technology qualifications and associated units of competency involved substantial industry and RTO contributions. This included input from the following people.

Bryon Stanley	RMIT School of Design, Vic
Henry Johnson	Forestworks, Vic
Alexandra Mannell	Holmesglen Training & Development, Vic
Philip Ashley	Furnishing Industry Training Centre, Holmesglen TAFE Vic
Greg Miller Allan Trevaskis	Forest Heritage Centre, Australian School of Fine Wood, Dwellingup, WA
Gordon Amman	North Coast Institute, Coffs Harbour, NSW
Martin Tomasini	North Coast Institute, Coffs Harbour, NSW
Tom Harrington	Sturt School for Wood, NSW
Simon Archer	Australian School of Fine Furniture. Launceston, Tas
Ian Wykes	Hunter TAFE, NSW
Mark Kelly	FIAA, FISDAC, Vic
Patricia Hughes	Candlewood Furniture, Vic
Rex Carr	Wentworth Furniture
Mike Nicholls	Schiavello (Vic) Pty Ltd
Carlo Gosatti	Inglewood Joinery, WA
Stuart Faulkner	Lidcombe TAFE NSW
Anne Johnson	SkillsTech Institute, Qld

Martin Lewis	Furnishing Industry Association of Australia Ltd
Rod McLean	Independent Designer, Vic
Sam Di Mauro	Griffith University, Qld
Marc Harrison	Antworks, Qld
Richard Coker	University of SA
Jan Coker	University of SA
Chris Francis	Francis Furniture, NSW
Evan Dunstone	Dunstone Design, ACT
Dan White	Axiom, Tasmania
Noel Tomes	Noel Tomes Design, NT
Scott Mitchell	Scott Mitchell Design, ACT
Pam Erasmus	Aust School of Fine Furniture, Tas

Interior Design and Decoration – consultation list

Development of the Interior Design and Decoration qualifications and associated units of competency involved substantial contributions from a range of people. Enrolments in this area are predominantly full time students who are school leavers or people undergoing career change. As such, consultation involved strong input from RTOs. This included input from the following people.

Todd Packer	TAFE NSW School of Design
Tracey Sernack-Chee Quee	TAFE NSW
Kathy Marshall Annalise Morrow	Lidcombe campus TAFE NSW
Debra Horgan	TAFE SA
Susan Hodge	TAFE SA
Anne Gilleade	TAFE SA
Victoria Versteeg	RMIT - School of Design (TAFE) Design & Social Context Portfolio
Bindhu George	Senior Educator-Teaching and Learning Centre for Media, Design & Arts

	Box Hill Institute
Jan Hagston	CMM RMIT
Jillian Dielesen	Light Manufacturing ITC (WA) Inc
Diana Purcell	Manager Product & Delivery Support Central TAFE
Christine Hughes	TAFE Tasmania
Sharon French	TAFE Tasmania
Anne Johnston	TAFE QLD, SkillsTech Institute
Alex Milne	Kitchen Bathroom Design Institute
David Gooding	TAFE QLD
Angela Jackson Reg Little	TAFE QLD
Liza Farrer-Smith	TAFE Qld, Ithica campus Brisbane Nth
Robyn Jones	QLD TAFE Open Learning Institute
Lindsay Saleeba	Central TAFE Perth
Michelle Brady	WA Department of Education and Training
Carol Smith	TAFE Tasmania
Norma Swanepoel	Sydney
Noel Tomes	
Julie Keddie	QMI
Vanessa Eisenberg	Whitehouse Institute Pty Ltd
David Robertson	National President Design Institute of Australia
Monica Preston	Holmesglen TAFE Vic
Eric Tagliarelli	Holmesglen TAFE
Cathy Jameson	Director Geyer (Interior Designer) Level 7/ 24 York Street, Sydney (Vice president of

	DIA Sydney)
Ann Gillis	Queensland Interior Design Association
Maree O'Shea	DET QLD
Anne Hannan	CMM Design, Arts Sport & Recreation Swinbourne
Gail Beadman	Mardaw Interiors
Kathy Misso	Interior Decorator (IIDDA)
Pam Humeniuk	Hoskin & Co Interior Integration
Judy Routley	Routleys Plumbing Innovations Pty Ltd
Simon Petrov	JAG Kitchens
Matt Rungie	Crowhurst Decorating Centre
Paul Mabarrack	Mabarrack Furniture
Lyndall Garland	Laminex Group – Commercial Rep
Debra Ellis	Mokum Fabrics – State Manager
Aaron Applefield	Bretts Architectural Centre fittings and fixtures
Raymond Bartell	Andersens Carpets Rothwell Store –Owner
Cate Williams	A Better Image Upholstery, Window Treatments and Interior Decoration)

Appendix D: Version 4

Project background

The development of new components for the kitchen and bathroom sector was identified as an industry Training Package requirement within MSA's Continuous Improvement Plan for 2008-2009.

The Kitchens and Bathrooms Project commenced in March 2008 and aimed to identify and target the skill needs of this industry sector through an extension of coverage of the Furnishing Training Package LMF02. It was initiated in response to both industry requests and MSA response to the growth of this sector in Australia. MSA appointed Richard Jenkins & Associates as the consultant for the project.

The project required an examination of the currently endorsed Certificate II in Furniture Making and Certificate III in Furniture Making (Cabinet Making) to determine to what extent these qualifications accommodated the needs of the kitchen and bathroom sector and what new developments were necessary. The project found that these two qualifications had a predominantly free standing furniture focus and yet (especially in the case of the Certificate III in Furniture Making), the majority of students according to RTO consultations were coming from the kitchen and bathroom installation and renovation sector.

It should be noted that as the focus of this project was on developing qualifications and units of competency for the kitchen and bathroom industry, there was only minimal consultation with the free standing furniture sector. The consultations that did occur focused on reassuring furniture industry and RTO representatives that the needs of furniture manufacturing would continue to be met by MSA and that a review of their needs would occur in the MSA Furniture Training Package Redevelopment Project which was scheduled to commence in 2009. The final outcomes of the Kitchen and Bathroom project have maintained the currently endorsed qualification packaging requirements and options and units of competency for free standing furniture users.

Project management

The project was overseen by an MSA Board Sub-committee made up of major stakeholders and technical experts. The terms of reference were to:

- oversee and advise on consultation processes
- provide advice on underpinning knowledge and technical content
- act as a technical advisory group in the development of new units of competency
- assist with the resolution of any issues.

The individuals and enterprises/organisations represented on the MSA Board Sub-committee are set out in the following table:

Name	Enterprise/Organisation
David Hoare	(Chair)
Alex Milne	Kitchen and Bathroom Design Institute of Australia
Martin Lewis	Furnishing Industry Association of Australia Ltd
Michael O'Connor	CFMEU
Richard Brooks	Cabinetmakers Association of Victoria
Laurie Kruize	HIA Training Manager National Office
Erik Salonen	Manufacturing Skills Queensland

Consultation and validation processes

This project was conducted in two stages. An initial investigation stage was conducted to examine current research and Training Package components, conduct interviews with industry organisations including relevant employer organisations and unions, major companies, RTOs, and State Training Authorities, and develop and validate a project methodology and key recommendations. This was followed by an implementation stage involving widespread consultation and industry visits, development and validation of two drafts and preparation of a final draft for endorsement.

Consultations were undertaken nationally and involved face to face meetings and targeted email distribution of drafts to industry associations, unions, RTOs, State/Territory ITABs, STAs and individual enterprises. Wider distribution was achieved via the MSA website and their regular email newsletter.

Following each period of public comment, amendments were made and drafts circulated for acceptance. Final drafts were developed and circulated to the Kitchens and Bathrooms MSA Board Sub-Committee members for comment and acceptance.

The following people were involved in the development process and the value of their expertise and input is gratefully acknowledged.

Name	Organisation
Sharmily Mukherjee	ForestWorks (NSW)
Eric Salonen and Richard Lindner	Manufacturing Skills QLD
Derek Cupp	Manufacturing Industry Skills Advisory Council (SA)
Jillian Dielesen	Light Manufacturing ITC (WA)
Archie Wright	MITAC (NT)
Patricia Hughes and Henry Johnson	ForestWorks (Victoria)
Deb Doherty	Skills Tasmania
Murray Warren and Garry Michels	Swan TAFE (WA)
David Scannell	Holmesglen TAFE (Victoria)
Anne Johnston, Brad Seeds and Stuart Greenwood	Skills Tech Australia (QLD)
Anne Gilleade	DFEEST (SA)
Glenn Williamson	MECAT TAFE NSW
Warren Peters and Rob Watson	South Western Sydney Institute of TAFE
Tracey Sernack-Chee Quee	TAFE NSW

Name	Organisation
Ian Wykes	Hunter Institute of Technology (NSW)
Peter De Deckker, Jayne Miller, Angus Watson and Mirsad Ramic	Canberra Institute of Technology
Chris Dunbar	Marlston TAFE (SA)
Ian Roberts	NMIT (Victoria)
Bryon Stanley	RMIT (Victoria)
Terry Powell, Neville Mathewson, Greig Price and Rob Rattray	TAFE Tasmania
Alex Milne	National Kitchen and Bathroom Design Institute
Joanne Cys	Design Institute of Australia
Dianne Sebbens, Mike Harding, Laurie Kruize and Simon Tennent	HIA National Office
David Noakes	Blum Australia Pty. Ltd. (NSW)
Leo Skourdoubis	CFMEU
Martin Lewis	FIAA Ltd.
Rob Cole	FIAA (ACT)
Barbara Fernandez	NSW Office of Fair Trading
Greg Miles	Marguis Bathroom Products (NSW)
Paul Lawrence	Master Builders Association NSW
Jayne Barstow	Claytons Group (Victoria)
Richard Brooks	Cabinetmakers Association of Victoria
John Osmalek	FIAA Vic/Tas
Peter Brilliant and Vicki Samargis	Building Commission of Victoria
Peter Gill	Peter Gill Kitchen and Bathroom Design
Clinton Buckwell	Individual Design & Construction (Victoria)

Name	Organisation
Anne Astorino	SAVVYspaces (Victoria)
Joe Stillitano	International Cabinets (WA)
Tony Caccamo	Western Cabinets (WA)
Ian Hearn	FIAA (WA)
Wayne Marshal	HIA (WA)
Alan Bosveld	Coastline Kitchens (WA)
Eric Lytton	Cabinetmakers Association of WA
Gavin Butler	Butler Interiors (WA)
Martin Videon	FIAA (SA)
Sharon Burton and Chris Boyle	Qld Building Services Authority
Wayne Havenaar	Germancraft Cabinets (QLD)
Kim Duffin	Sublime (QLD)
Elvio DiZane	Barry's The Home Improvers (QLD)
Randall Morrison	Bathrooms are Us (QLD)
Lee Hardcastle	Enigma Interiors (QLD)
Henry Van Roden	All Bathroom Gear (QLD)
Dominic Snow	Boutique Kitchens (QLD)
Alisa Pasquariello	Mint Kitchens (ACT)
Robert Kusetic	Organised interiors (ACT)
Shaun Haywood	Monaro Timber (ACT)
Shaun Kenny	Leader Joinery (ACT)
Craig Redburn Shaun Rickard Candice Reid	The Kitchen Boss (Tasmania)
Brian and Ross Merritt	Merritt & Fair Pty Ltd (Tasmania)

Name	Organisation
Richard Simpson	Northern Kitchens (Tasmania)
Paul Hollingsworth	Launceston Kitchen Centre (Tasmania)
Dale Hodgeman	Hodgman Kitchen & Cabinets (Tasmania)
John Heys Colin Mulder	Tas Wood Joinery (Tasmania)
Michael Nieuwhof	Toledo Furniture (Tasmania)
Serena Rosevear Lynden Prince	TopNotch Kitchens (Tasmania)
Jamie Roach	Jamie Roach Joinery (Tasmania)
Joe O'Byrne	Fairbrother Pty Ltd (Tasmania)
Vanessa Sahyoun	Marquardt Kitchen Factory (NSW)
Anthony Fulton	Kitchen Concepts (NT)
Michael Dickinson	Fusion Joinery (NT)
Shaun Kenny Leader Joinery ACT; Tony Caccamo Western Cabinets Perth; Simon Ottway KAM Joinery Hobart; Nick O'Brien O'Brien Joinery Tasmania; Russell and Paula Kelly Artizan Cabinets Nth QLD; Michael Rigby Select Kitchens Melbourne; David Jahnsen Janz Designs Sydney; Sean Yoemans Kitchens for Living Newcastle; Greg Woodroffe Germancraft Cabinets Gold Coast; Kim Duffin Sublime Cabinet Design Brisbane; Lee Hardcastle Enigma Interiors Queensland; Kent Hopkins HIA Adelaide (representing SA)	HIA Kitchens and Bathrooms Industry reference Group

The final drafts of the new units and qualifications for materials submitted for endorsement were validated and signed off by all major stakeholders (both industry and RTOs) with no outstanding or unresolved issues. Validation and acceptance of final drafts was undertaken by email.

Clear and full support for endorsement of the additional components for the LMF02 Training Package has been provided by all stakeholders.

Appendix E: Version 5

Project background

The new components presented for endorsement have been developed and validated extensively with industry and RTO representatives. While there was early and significant support for the units, longer consultations were needed to develop a qualification packaging arrangement that reflected the variety of design tasks undertaken by kitchen and bathroom designers. The consultation process included cabinet makers, kitchen and bathroom manufacturers, installers, designers, unions, licensing bodies, RTOs and industry associations from around Australia.

Project management

The project was overseen by a MSA Board Sub-Committee made up of major stakeholders and technical experts. The terms of reference were to:

- oversee and advise on consultation processes
- provide advice on underpinning knowledge and technical content
- act as a technical advisory group in the development of new units of competency
- assist with the resolution of any issues.

The individuals and enterprises/organisations represented on the MSA Board Sub-Committee are set out in the following table:

Name	Enterprise/Organisation
David Hoare	(Chair)
Alex Milne	Kitchen and Bathroom Design Institute of Australia
Martin Lewis	Furnishing Industry Association of Australia Ltd
Michael O'Connor	CFMEU
Richard Brooks	Cabinetmakers Association of Victoria
Laurie Kruize	HIA Training Manager National Office
Erik Salonen	Manufacturing Skills Queensland

Consultation and validation processes

This project was conducted in two stages. The first stage was conducted as part of the MSA Kitchens and Bathrooms project and included initial investigations to examine current research and Training Package components, conduct of interviews with industry organisations including relevant employer organisations and unions, major companies, RTOs, and State and Territory Training Authorities (STAs), and development and validation of units of competency. This was followed by a second stage involving further consultations to finalise qualification packaging. This stage involved additional industry visits, a survey development of two draft proposals and preparation of a final draft of a Certificate IV qualification for endorsement.

All consultations were undertaken nationally and involved face to face meetings and targeted email distribution of drafts to industry associations, unions, RTOs, State/Territory ITABs, STAs and individual enterprises. Wider distribution was achieved via the MSA website and their regular email newsletter.

Following each period of public comment, amendments were made and drafts circulated for acceptance. Final drafts were developed and circulated to the Kitchens and Bathrooms MSA Board Sub-Committee members for comment and acceptance.

The following people were involved in the development process and the value of their expertise and input is gratefully acknowledged.

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Archie Wright	MITAC (NT)
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David Scannell	Holmesglen TAFE (Victoria)
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