



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **LMFBA3004A Construct folding arm style awnings**

**Revision Number: 1**

## LMFBA3004A Construct folding arm style awnings

### Modification History

Not applicable.

### Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit specifies the outcomes required to construct folding arm style awnings for exterior applications |
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### Application of the Unit

|                                |   |
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| <b>Application of the unit</b> | <p>This unit applies to the skills and knowledge required to construct folding arm style awnings. The unit applies in a workplace environment and may be conducted in small to large scale enterprises.</p> <p>Applications may involve some responsibility for others. Participation in teams, including group or team coordination may be involved.</p> |
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |     |  |
|---------------------------|-----|--|
| <b>Prerequisite units</b> | Nil |  |
|                           |     |  |
|                           |     |  |

## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

|   |  |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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## Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 1. Establish work requirements and prepare for work | 1.1. <b>OHS requirements, legislative requirements</b> and <b>workplace practices</b> are observed throughout the work<br>1.2. <b>Personal protective equipment</b> is selected and used<br>1.3. <b>Work order</b> requirements are checked and confirmed<br>1.4. <b>Tools and equipment</b> are selected and checked for safe operation<br>1.5. <b>Material</b> and <b>hardware</b> is selected and checked against work requirements.<br>1.6. Material is checked for flaws |
| 2. Cut materials ready for assembly                 | 2.1. <b>Folding arms</b> are selected following work order and workplace practices<br>2.2. Roller, front rail and square head rail are cut<br>2.3. Correct side of material and pattern direction is identified<br>2.4. Material for skin is <b>laid out</b><br>2.5. Material is <b>marked</b> and cut<br>2.6. Material is <b>joined</b> to form awning skin<br>2.7. Measurements are checked against work order  |
| 3. Construct awning                                 | 3.1. Arm assembly is constructed following <b>manufacturer instructions</b><br>3.2. Roller and front rail are attached to skin<br>3.3. Skin is fitted to arm assembly   |
| 4. Apply quality checks                             | 4.1. Completed awnings are checked ensuring finished product matches work order<br>4.2. Completed awning is <b>tested</b> to ensure correct and safe operation<br>4.3. Parts of the work that do not comply with work order are repaired or re-worked   |
| 5. Complete work                                    | 5.1. Finished work is cleaned, packaged with installation hardware and stored following workplace practices<br>5.2. Tools and equipment are cleaned, maintained and stored<br>5.3. Faulty tools and equipment are reported to <b>appropriate personnel</b><br>5.4. Work area is cleaned and <b>waste</b> is disposed of according to workplace procedures<br>5.5. <b>Workplace documentation</b> is completed   |



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- read and understand documentation
- ask questions to gain information
- complete standardised workplace documentation
- work with others and in a team to construct folding arm style awnings
- use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- test systems and make adjustments
- select appropriate solutions to problems
- adapt to new situations
- discuss initiatives with colleagues
- initiate solutions to problems
- plan and organise own work, including preparation and planning of work and obtaining equipment and materials to avoid backtracking
- manage own time and prioritise own work
- assess own skills and knowledge
- take responsibility
- apply quality practices
- adapt to new skill requirements
- apply reflective skills
- use workplace technology related to constructing folding arm style awnings including specified tools, equipment, calculators and measuring devices

#### Required knowledge

- State or Territory OHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing folding arm style awnings
- organisational and site standards, requirements, policies and procedures for constructing folding arm style awnings
- reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- environmental protection requirements relating to the disposal of waste material
- established lines of communication and protocols
- types of tools and equipment and procedures for their safe use, operation and maintenance
- terms used to describe components of folding arm style awnings
- characteristics of materials used to construct folding arm style awnings
- storage systems and labelling
- procedures for the recording, reporting and maintenance of workplace records and

**REQUIRED SKILLS AND KNOWLEDGE**

information

- mathematical techniques for estimation and measurement of materials

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Interpret work order, locate materials and use information to complete tasks in constructing folding arm style awnings
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Identify materials and equipment used in constructing folding arm style awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Communicate and work with others in the work area
- Report process for materials faults, damaged products or equipment
- Construct a minimum of two folding arm style awnings. Task is to include constructing the arm assembly, preparing skin, assembling awning, cleaning, packaging and storing completed awning, cleaning work area and completing workplace documentation

#### Context of, and specific resources for assessment

- The application of competency is to be assessed in the workplace or simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of required knowledge and skills may be conducted in workplace and simulated workplace environments
- The following resources should be made available:
  - workplace location or simulated workplace
  - materials and equipment relevant to constructing folding arm style awnings
  - workplace practices including standard operating procedures and work instructions for constructing folding arm style awnings

#### Method of assessment

Assessment methods must confirm consistency and



**EVIDENCE GUIDE**

accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge and skills

Assessment methods should be by direct observation of tasks and include questioning on required knowledge and skills to ensure its correct interpretation and application

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

## Range Statement

| <b>RANGE STATEMENT</b>   |   |
|--|---|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.</p> |   |
| <b>OHS requirements</b>  | <ul style="list-style-type: none"> <li>are to be in accordance with Commonwealth, State or Territory legislation and regulations, organisational safety policies and procedures. Requirements may include the use of personal protective equipment and clothing, fire fighting equipment, First Aid equipment, hazard and risk control and elimination of hazardous materials and substances, manual handling including lifting and carrying.</li> </ul>  |
| <b>Legislative requirements</b>  | <ul style="list-style-type: none"> <li>are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include and enterprise agreements, industrial relations, Australian Standards, confidentiality and privacy, the environment, equal opportunity, anti-discrimination, relevant industry codes of practice, duty of care and heritage.</li> </ul>   |
| <b>Workplace practices</b>   | <ul style="list-style-type: none"> <li>may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines), tolerances, following manufacturer instructions and specifications</li> </ul> |
| <b>Personal protection needs</b>   | <ul style="list-style-type: none"> <li>includes safety glasses/goggles, hearing protection, safety footwear, protective clothing and head wear, respiratory protection</li> </ul>   |
| <b>Work order</b>  | <ul style="list-style-type: none"> <li>includes quotations for work, job cards, customer orders</li> <li>specifications including design, size, colour</li> </ul>   |

| <b>RANGE STATEMENT</b>           |   |
|----------------------------------|---|
|                                  | and quantity  |
| <b>Tools and equipment</b>       | <ul style="list-style-type: none"> <li>includes hex keys, drills (power or battery), drill bits, hammer, socket set</li> </ul>  |
| <b>Material</b>                  | <ul style="list-style-type: none"> <li>includes canvas, acrylic, PVC mesh</li> </ul>  |
| <b>Hardware</b>                  | <ul style="list-style-type: none"> <li>includes roller, front rail, square bar, end caps, end brackets, gear box or electric motor, nuts, bolts, extendable arms</li> </ul>   |
| <b>Folding arms</b>              | <ul style="list-style-type: none"> <li>may be straight or cross-over style</li> </ul>   |
| <b>Laid out</b>                  | <ul style="list-style-type: none"> <li>material should be laid out flat and square on a cutting table large enough to take full width of material</li> </ul>  |
| <b>Marked</b>                    | <ul style="list-style-type: none"> <li>material may be marked using chalk, markers or pencil</li> </ul>   |
| <b>Joined</b>                    | <ul style="list-style-type: none"> <li>may include sewing or welding processes</li> </ul>   |
| <b>Manufacturer instructions</b> | <ul style="list-style-type: none"> <li>may be written instruction booklets or instructions on the hardware or packaging</li> </ul>  |
| <b>Tested</b>                    | <ul style="list-style-type: none"> <li>within the limitations of normal operation</li> </ul>  |
| <b>Appropriate personnel</b>     | <ul style="list-style-type: none"> <li>includes supervisor, team leader, maintenance officer or manager, or any other person responsible for your work activity</li> </ul>  |
| <b>Waste</b>                     | <ul style="list-style-type: none"> <li>may include textiles, metal, hardware</li> <li>waste removal should be in accordance with workplace practices and environmental legislation covering disposal of industrial waste</li> </ul> |
| <b>Workplace documentation</b>   | <ul style="list-style-type: none"> <li>may include time sheets, customer care cards, work orders, reports</li> </ul>  |

## Unit Sector(s)

|                    |                    |
|--------------------|--------------------|
| <b>Unit sector</b> | Blinds and awnings |
|--------------------|--------------------|

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
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