



Australian Government

MSF Furnishing Training Package

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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF10113 Certificate I in Furnishing

Modification History

Release 1 - New qualification.

Qualification Description

This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes while supporting others.

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that include a variety of employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF10113 Certificate I in Furnishing, competency must be achieved in **eight (8)** units of competency.

- **five (5)** core units of competency
- **three (3)** elective units of competency.

CORE UNITS

Complete all **five (5)** units from this list:

Unit code	Unit title
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Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS100A	Follow OHS procedures
MSAPMOPS101A	Make measurements
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team

ELECTIVE UNITS

Select a maximum of **three (3)** elective units from Group A or B.

Group A

Select up to **three (3)** elective units from Group A.

Unit code	Unit title
BSBDES201A	Follow a design process
BSBDES202A	Evaluate the nature of design in a specific industry context
BSBDES301A	Explore the use of colour
MSFBA1001	Construct a basic roll up blind
MSFFF1001	Complete a basic furniture finishing product
MSFFL1001	Complete simple floor covering installation
MSFFM1001	Construct a basic timber furnishing product
MSFFM1002	Operate basic woodworking machines
MSFGG1001	Complete a basic glass and glazing project
MSFGG2010	Fabricate and install insect and security screens
MSFID1001	Plan the decoration of a simple space
MSFPF1001	Frame a simple artwork
MSFSF1001	Produce basic soft furnishing accessories

Unit code**Unit title**

MSFUP1001

Complete a basic upholstery project

Group B

Two (2) units may be chosen from units available in this Training Package or from other endorsed Training Packages and accredited courses. The units must be aligned at Certificate I or II level.

Qualification Mapping Information

Supersedes and is based on LMF10108 Certificate I in Furnishing. Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF20113 Certificate II in Furnishing

Modification History

Release 2 - Two unit titles corrected for MSFFM2010 and MSFSF2014. No change in outcomes.

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving known routines and procedures and some accountability for the quality of outcomes.

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that include employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF20113 Certificate II in Furnishing, competency must be achieved in **fourteen (14)** units of competency.

- **five (5)** core units of competency
- **nine (9)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **five (5)** units from this list:

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFGN2001	Make measurements and calculations

ELECTIVE UNITS

Select up to **nine (9)** elective units from Groups A and B as specified below.

Group A**Security screens and grilles**

Unit code	Unit title
MSFBA2001	Use blinds, awnings, security screens and grilles hand and power tools
MSFFM2010	Set up and operate basic static machines
MSFGG2009	Fabricate and assemble frames
MSFGG2010	Fabricate and install insect and security screens
MSFSS2001	Rectify faults in product
MSFSS2003	Undertake surface preparation

Picture framing

Unit code	Unit title
MSFPF2001	Use picture framing sector hand and power tools
MSFPF2002	Cut mouldings to length

Unit code	Unit title
MSFPPF2003	Join mouldings
MSFPPF2004	Mount artwork
MSFPPF2005	Cut mat boards
MSFPPF2006	Cut and handle glazing materials for framing
MSFPPF2007	Assemble basic artwork package

Soft furnishings production

Unit code	Unit title
MSFSF2001	Cut single layer fabrics
MSFSF2002	Machine sew materials
MSFSF2003	Machine sew specialised sewn products
MSFSF2004	Hand sew soft furnishings
MSFSF2005	Operate a steam press
MSFSF2006	Calculate fabric quantities for window coverings
MSFSF2007	Construct unlined curtains and drapes
MSFSF2008	Construct lined curtains and drapes
MSFSF2009	Construct padded pelmets
MSFSF2014	Use soft furnishing sector hand and power tools

Blinds, awnings and shade sail - production

Unit code	Unit title
LMTTF2009A	Identify and select canvas and sail materials
LMTTF2014A	Weld plastic materials
MSFBA2001	Use blinds, awnings, security screens and grilles hand and power tools
MSFBA2002	Set up, operate and maintain blinds and awnings sector static machines

Unit code	Unit title
MSFBA2004	Construct roll-up and pull-down style blinds and awnings
MSFBA2005	Construct vertical-style blinds
MSFBA2006	Construct textiles for canopy-style awnings
MSFBA2007	Construct plastic and timber Venetian-style blinds
MSFBA2008	Construct aluminium Venetian-style blinds
MSFBA2009	Construct metal louvre and canopy-hooded style awnings
MSFBA2010	Construct aluminium roll-up style awnings

Blinds, awnings and shade sail - installation

Unit code	Unit title	Prerequisites
AHCLSC308A	Install metal structures and features	
CPCCCM2002A	Carry out excavation	*
CPCCCO2013A	Carry out concreting to simple forms	*
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	
LMTGN2005B	Perform minor maintenance	
LMTTF2016A	Install products on and off-site	
MSFBA3002	Install exterior blinds and awnings	

Window coverings installation

Unit code	Unit title
MSFBA2003	Select and apply blinds and awnings sector hardware and fixings
MSFSF2010	Make up tracks for window coverings
MSFSF2011	Fit and adjust curtain hardware
MSFSF2012	Fit and adjust interior blinds

Unit code**Unit title**

MSFSF2013

Dress windows

MSFSF2014

Use soft furnishing sector hand and power tools

Upholstery**Unit code****Unit title**

MSFUP2001

Use upholstery sector hand and power tools

MSFUP2002

Fit upholstery components

MSFUP2003

Apply contemporary foundations to upholstered furniture

MSFUP2004

Machine sew basic upholstery final cover materials

MSFUP2005

Develop cutting plan and cut single layer upholstery fabric

MSFUP2006

Dismantle and re-assemble furniture for upholstering

Flooring technology**Unit code****Unit title**

MSFFL2001

Use flooring technology sector hand and power tools

MSFFL2002

Receive and prepare floor covering materials for installation

MSFFL2003

Select, operate and maintain floor covering cutting machine

MSFFL2004

Moisture test timber and concrete floors

MSFFL2005

Remove existing floor coverings

MSFFL2006

Prepare, select and apply smoothing and patching compounds

MSFFL2007

Select and apply appropriate compounds and additives

MSFFL2008

Prepare concrete sub-floors using wet cleaning methods

MSFFL2009

Select, prepare and apply moisture barriers and damp proof membranes to concrete sub-floors

MSFFL2010

Prepare walls for covering

Unit code	Unit title
MSFFL2011	Select, operate and maintain grinding equipment
MSFFL2012	Select, operate and maintain shot blasting equipment
MSFFL2013	Select, operate and maintain demolition equipment
MSFFL2014	Select, operate and maintain scarifying equipment
MSFFL2015	Coarse sand timber flooring
MSFFL2016	Install hard underlays
MSFFL2017	Install carpet cushion underlays and gripper accessories
MSFFL2018	Install unpatterned tufted and bonded carpet floor coverings
MSFFL2019	Install carpet tiles using standard installation procedures
MSFFL2020	Install unpatterned tufted and bonded carpet floor coverings to stairs
MSFFL2021	Install lay flat vinyl floor coverings
MSFFL2022	Install resilient tiles using standard installation procedures
MSFFL2023	Install laminate timber and bamboo flooring
MSFFL2025	Install impact and sound absorption underlay
MSFFL2026	Nail strip timber flooring
MSFFL2027	Install expansion joints
MSFFL2028	Install mouldings and edge trims to timber flooring

Mattress and base making

Unit code	Unit title
MSFMB2001	Prepare and assemble base unit
MSFMB2002	Assemble mattress components
MSFMB2003	Cut mattress and base fabrics
MSFMB2004	Assemble springs for mattresses
MSFMB2005	Make springs for mattresses and bases

Unit code	Unit title
MSFMB2006	Set up, operate and maintain a tape edging machine
MSFMB2007	Set up, operate and maintain a quilting machine
MSFSF2014	Use soft furnishing sector hand and power tools

Coopering

Unit code	Unit title
MSFCP2001	Use coopering sector hand and power tools
MSFCP2002	Produce barrels using non-fired processes
MSFCP2003	Produce barrels using fired processes
MSFCP2004	Maintain and repair barrels
MSFFM2006	Hand make timber joints
MSFFM2012	Set up, operate and maintain pressure and clamping machines
MEM05007C	Perform manual heating and thermal cutting
MEM05012C	Perform routine manual metal arc welding

Group B

A maximum of **three (3)** relevant units may be selected from:

- units not previously selected from Group A
- units from Group B, below
- relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II or Certificate III level.

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

Unit code	Unit title
BSBCUS201B	Deliver a service to customers
BSBINN201A	Contribute to workplace innovation

Unit code	Unit title
BSBITU101A	Operate a personal computer
BSBITU306A	Design and produce business documents
HLTAID003	Apply first aid
MSFGN2002	Move and store materials and products
MSS402001A	Apply competitive systems and practices
MSS402002A	Sustain process improvements
MSS402010A	Manage the impact of change on own work
MSS402020A	Apply quick changeover procedures
MSS402021A	Apply Just in Time procedures
MSS402030A	Apply cost factors to work practices
MSS402040A	Apply 5S procedures
MSS402050A	Monitor process capability
MSS402051A	Apply quality standards
TLIA2011A	Package goods
TLIA2013A	Receive goods
TLID2003A	Handle dangerous goods/hazardous substances

Qualification Mapping Information

No equivalent qualification

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF20213 Certificate II in Furniture Finishing

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform a range of finishing techniques for furniture and covers basic dismantling and assembly of furniture items for surface finishing involving known routines and procedures and some accountability for the quality of outcomes. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF20213 Certificate II in Furniture Finishing, competency must be achieved in **thirteen (13)** units of competency.

- **eight (8)** core units of competency
- **five (5)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **eight (8)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS100A	Follow OHS procedures
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFFF2001	Use furniture finishing sector hand and power tools
MSFFF2003	Remove surface coatings
MSFGN2001	Make measurements and calculations
TLID2003A	Handle dangerous goods/hazardous substances

ELECTIVE UNITS

Select **five (5)** units from Groups A and B as specified below.

Group A

Select a minimum of **three (3)** units from Group A.

Unit code	Unit title
MSFFF2002	Dismantle and reassemble furniture
MSFFF2004	Prepare surfaces for finishing
MSFFF2005	Maintain spray equipment and booth
MSFFF2006	Apply surface coatings by spray gun
MSFFF2007	Apply stains, fillers and bleach
MSFFF2008	Apply surface coatings by hand

Group B

A maximum of **two (2)** relevant units may be chosen from other units not selected in Group A, or units available in this Training Package, other endorsed Training Packages and accredited courses. The units must be aligned at Certificate II or III level.

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF20202 Certificate II in Furniture Finishing. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF20313 Certificate II in Furniture Making

Modification History

Release 2 - Unit title corrected for MSFFM2010. No change in outcomes.

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures and some accountability for the quality of outcomes. It reflects vocational outcomes for those performing assistant cabinet maker, assistant installer of built-in cabinets, and production operator within a cabinet making enterprise. Cabinets include free-standing and built-in furniture or fitted cabinets, such as those used in kitchens and bathrooms. Skills are also included that cover assisting in the installation or renovation of kitchens and bathrooms and other fitted cabinets, which involves collaboration with others through members of a group or team. This qualification does not cover shopfitting.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in **thirteen (13)** units of competency.

- **five (5)** core units of competency
- **eight (8)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **five (5)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFFM2001	Use furniture making sector hand and power tools
MSFGN2001	Make measurements and calculations

ELECTIVE UNITS

Select **eight (8)** unit from Groups A, B or C as specified below.

Group A

Select at least **one (1)** unit from Group A.

Unit code	Unit title
CPCCOHS1001A	Work safely in the construction industry
MSAPMOHS200A	Work safely

NB: Unit *CPCCOHS1001A Work safely in the construction industry* above is necessary to achieve a National Construction Safety Card required for all on-site work access.

Group B

Select a minimum of **four (4)** units from Group B with a maximum of **two (2)** units coded MSS.

Unit code	Unit title
MEM16008A	Interact with computing technology
MSAPMSUP201A	Receive or despatch goods

Unit code	Unit title
MSAPMSUP240A	Undertake minor maintenance
MSAPMSUP273A	Handle goods
MSFFF2004	Prepare surfaces for finishing
MSFFF2006	Apply surface coatings by spray gun
MSFFM2002	Assemble furnishing components
MSFFM2003	Select and apply hardware
MSFFM2004	Apply sheet laminates by hand
MSFFM2005	Join solid timber
MSFFM2006	Hand make timber joints
MSFFM2007	Follow plans to assemble production furniture
MSFFM2008	Bend and form cane
MSFFM2009	Construct cane furniture
MSFFM2010	Set up and operate basic static machines
MSFFM2011	Apply manufactured board conversion techniques
MSFFM2012	Set up, operate and maintain pressure and clamping machines
MSFKB2001	Prepare for cabinet installation
MSFKB2002	Provide assistance in cabinet installation
MSS402001A	Apply competitive manufacturing practices
MSS402002A	Sustain process improvements
MSS402020A	Apply quick changeover procedures
MSS402010A	Manage the impact of change on own work
MSS402050A	Monitor process capability
MSS402051A	Apply quality standards
MSS402081A	Contribute to the application of a proactive maintenance strategy

Group C

Up to **three (3)** relevant units may be chosen from other or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 3 units) or Certificate III level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF20309 Certificate II in Furniture Making. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF20413 Certificate II in Glass and Glazing

Modification History

Release 2 - Unit title corrected for MSFGG3020. No change in outcomes.

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform basic glass and glazing job roles, such as safely processing and moving thin glass. It may include assembly/repair of leadlight and stained glass involving known routines and procedures and some accountability for the quality of outcomes.

This qualification is typically used to develop skills and knowledge in basic glass and glazing techniques that include employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF20413 Certificate II in Glass and Glazing, competency must be achieved in **thirteen (13)** units of competency.

- **five (5)** core units of competency
- **eight (8)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **five (5)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS100A	Follow OHS procedures
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFGN2001	Make measurements and calculations

ELECTIVE UNITS

Complete **eight (8)** elective units of competency from Groups A, B and C as specified below.

Group A

Select a minimum of **five (5)** units from this Group.

Unit code	Unit title
HLTAID003	Apply first aid
MSFGG2001	Use glass and glazing sector hand and power tools
MSFGG2002	Use, handle and store glass and glazing products and consumables
MSFGG2003	Operate glass freefall rack and table
MSFGG2004	Process thin glass by hand
MSFGG2005	Apply basic glass handling
MSFGG2006	Move single glass sheets by mechanical means
MSFGG2007	Process glass by basic machines
MSFGG2008	Glaze and re-glaze residential windows and doors
MSFSL2001	Assemble leadlight and stained glass components

Group B

Select a maximum of **three (3)** units from this Group.

Unit code	Unit title
CUVACD101A	Use basic drawing techniques
CUVDRA201A	Develop drawing skills
MSFFM3024	Construct jigs and fixtures
MSFGG2009	Fabricate and assemble frames
MSFGG2010	Fabricate and install insect and security screens
MSFGG3014	Construct and repair leadlight panels
MSFGG3020	Use static machines for aluminum and unplasticised polyvinyl chloride (uPVC) fabrication
MSFSS2003	Undertake surface preparation

Group C

Up to **three (3)** relevant units may be chosen from this Training Package, other endorsed Training Packages and accredited courses, where those units are aligned at Certificate II level (maximum 3 units) or Certificate III level (maximum 2 units).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF20411 Certificate II in Glass and Glazing. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30113 Certificate III in Furniture Finishing

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform a wide range of tasks associated with the preparation of surfaces and applying stains, coatings and finishes to furniture in manufacture or repair. Participation in teams, including group or team coordination, may be required.

A specialisation in French polishing can be recognised in this qualification where the following elective units are achieved:

MSFFF2003 Remove surface coatings

MSFFF2004 Prepare surfaces for finishing

MSFFF2007 Apply stains, fillers and bleach

MSFFF2008 Apply surface coatings by hand

MSFFF3001 Match and make up colours

MSFFF3007 Apply graining and decorative finishes

MSFFF3008 Apply traditional French polishing techniques

Where this specialisation is achieved, RTOs should identify this as follows:

MSF30113 Certificate III in Furniture Finishing

(specialising in French Polishing)

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30113 Certificate III in Furniture Finishing, competency must be achieved in **twenty-three (23)** units of competency.

- **ten (10)** core units of competency
- **thirteen (13)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **ten (10)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFFF2001	Use furniture finishing sector hand and power tools
MSFFF2002	Dismantle and re-assemble furniture
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job
TLID2003A	Handle dangerous goods/hazardous substances

ELECTIVE UNITS

Select **thirteen (13)** units from Groups A, B and C as specified below.

Group A

Select a minimum of **eight (8)** units from Group A.

Unit code	Unit title
MSFFF2003	Remove surface coatings

Unit code	Unit title
MSFFF2004	Prepare surfaces for finishing
MSFFF2005	Maintain spray equipment and booth
MSFFF2006	Apply surface coatings by spray gun
MSFFF2007	Apply stains, fillers and bleach
MSFFF3001	Match and make up colours
MSFFF3003	Apply plural component coatings
MSFFF3004	Apply soft rubber techniques
MSFFF3006	Repair and touch up surfaces

Group B

Select at least **one (1)** unit from Group B.

Unit code	Unit title
MSFFF2008	Apply surface coatings by hand
MSFFF3002	Set up, operate and maintain mechanical coatings systems
MSFFF3005	Enhance finishes
MSFFF3007	Apply graining and decorative finishes
MSFFF3008	Apply traditional French polishing techniques
MSFFF3009	Set up, operate and maintain computer numerically controlled (CNC) coating systems

Group C

Up to **four (4)** relevant units may be chosen from units not already selected from Groups A and B, or units available in this Training Package or other endorsed Training Packages and accredited courses. Units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 4 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF30202 Certificate III in Furniture Finishing. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30213 Certificate III in Furniture Making

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform a wide range of tasks in furniture making, including interpretation of specifications drawings, use of specialised machines and hand techniques.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30213 Certificate III in Furniture Making, competency must be achieved in **twenty-eight (28)** units of competency.

- **fifteen (15)** core units of competency
- **thirteen (13)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **fifteen (15)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace

Unit code	Unit title
MSAPMSUP106A	Work in a team
MSFFF2004	Prepare surfaces for finishing
MSFFM2001	Use furniture making sector hand and power tools
MSFFM2002	Assemble furnishing components
MSFFM2006	Hand make timber joints
MSFFM2010	Set up, operate and maintain basic static machines
MSFFM2011	Apply manufactured board conversion techniques
MSFFM3009	Produce manual and computer-aided production drawings
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job
TLID2003A	Handle dangerous goods/hazardous substances

ELECTIVE UNITS

Select **thirteen (13)** units from Groups A or B as specified below.

Group A

Select a minimum of **seven (7)** units from Group A.

Unit code	Unit title
MSFFM2003	Select and apply hardware
MSFFM2004	Apply sheet laminates by hand
MSFFM2005	Join solid timber
MSFFM2007	Follow plans to assemble production furniture
MSFFM2008	Bend and form cane
MSFFM2009	Construct cane furniture

Unit code	Unit title
MSFFM2012	Set up, operate and maintain pressure and clamping machines
MSFFM3001	Construct chair and couch frames
MSFFM3002	Construct furniture using leg and rail method
MSFFM3003	Produce angled and curved furniture using manufactured board
MSFFM3004	Produce angled and curved furniture using solid timber
MSFFM3005	Fabricate custom furniture
MSFFM3006	Install furnishing products
MSFFM3007	Prepare and apply decorative surfaces for furniture
MSFFM3008	Select timbers for furniture production
MSFFM3010	Prepare cutting list from plans and job specifications
MSFFM3011	Measure and draw site layout for manufactured furniture products
MSFFM3012	Set up, operate and maintain sawing machines
MSFFM3013	Set up, operate and maintain drilling machines
MSFFM3014	Set up, operate and maintain joining machines
MSFFM3015	Set up, operate and maintain planing and finishing machines
MSFFM3016	Set up, operate and maintain multi-head planing and moulding machines
MSFFM3017	Set up, operate and maintain routing and shaping machines
MSFFM3018	Set up, operate and maintain mechanical wood-turning lathes
MSFFM3019	Set up, operate and maintain automated edge banding machines
MSFFM3020	Fabricate synthetic solid surface products
MSFFM3021	Set up, operate and maintain computer numerically controlled (CNC) sizing machines
MSFFM3022	Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres
MSFFM3023	Produce and maintain cutting tools

Unit code**Unit title**

MSFFM3024

Construct jigs and fixtures

Group B

Up to **six (6)** relevant units may be chosen from units not already selected from Group A, or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 6 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF30302 Certificate III in Furniture Making. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30313 Certificate III in Timber and Composites Machining

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform timber and composites machining for the manufacture of furniture, cabinetry, windows and doors, and other components utilising a range of specialist machinery, and includes preparing and working from drawings and cutting lists. The skills include static and computer numerically controlled (CNC) machine set up, operation maintenance and basic troubleshooting.

There are three possible specialist streams embedded in this qualification:

Stream 1 -- Flat Panel Machining

Stream 2 – Solid Timber Machining

Stream 3 – Machining Technician

Units may be chosen from the specialist stream elective groups to achieve any of the three specialisations or a broad combination of competencies can be selected from all electives with no identified specialisation.

Where specialisation is achieved, RTOs should identify this as follows:

MSF30313 Certificate III in Timber and Composites Machining

(Flat Panel Machining)

or

MSF30313 Certificate III in Timber and Composites Machining

(Solid Timber Machining)

or

MSF30313 Certificate III in Timber and Composites Machining

(Machining Technician)

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30313 Certificate III in Timber and Composites Machining, competency must be achieved in **twenty-seven (27)** units of competency.

- **eleven (11)** core units of competency
- **sixteen (16)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **eleven (11)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFFM2001	Use furniture making sector hand and power tools
MSFFM2010	Set up and operate basic static machines
MSFFM3009	Produce manual and computer-aided production drawings
MSFFM3010	Prepare cutting list from plans and job specifications
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job

ELECTIVE UNITS

Select **sixteen (16)** units from Groups A, B, C, D or E as specified below.

Group A

Select a minimum of **seven (7)** units from Group A for a specialisation in **Stream 1 - Flat Panel Machining**

Unit code	Unit title
MSFFF2004	Prepare surfaces for finishing
MSFFM2002	Assemble furnishing components
MSFFM2004	Apply sheet laminates by hand
MSFFM2007	Follow plans to assemble production furniture
MSFFM2011	Apply manufactured board conversion techniques
MSFFM3012	Set up, operate and maintain sawing machines
MSFFM3013	Set up, operate and maintain drilling machines
MSFFM3019	Set up, operate and maintain automated edge banding machines
MSFFM3020	Fabricate synthetic solid surface products

Group B

Select a minimum of **seven (7)** units from Group B for a specialisation in **Stream 2 – Solid Timber Machining**

Unit code	Unit title
MSFFDT4009	Set up, operate and maintain basic static woodworking machines for furniture designs
MSFFM2005	Join solid timber
MSFFM3008	Select timbers for furniture production
MSFFM3014	Set up, operate and maintain joining machines
MSFFM3015	Set up, operate and maintain planing and finishing machines
MSFFM3016	Set up, operate and maintain multi-head planing and moulding machines

MSFFM3017	Set up, operate and maintain routing and shaping machines
MSFFM3018	Set up, operate and maintain mechanical wood-turning lathes
MSFFM3024	Construct jigs and fixtures

Group C

Select a minimum of **seven (7)** units from Group C for a specialisation in **Stream 3 –Machining Technician**

Unit code	Unit title	Prerequisites
LMTGN4012A	Fabricate or machine tooling	
MEM07001B	Perform operational maintenance of machines/equipment	*
MEM14003B	Undertake basic production scheduling	
MEM18001C	Use hand tools	
MEM30017A	Use basic preventative maintenance techniques and tools	
MSFFM3021	Set up, operate and maintain computer numerically controlled (CNC) sizing machines	
MSFFM3022	Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres	
MSFFM3023	Produce and maintain cutting tools	
MSFFT4005	Install and commission computer numerically controlled (CNC) software	
MSS402001A	Apply competitive manufacturing practices	
MSS402020A	Apply quick changeover procedures	
MSS402060A	Use planning software systems in operations	
MSS402081A	Contribute to the application of a proactive maintenance strategy	
MSS403051A	Mistake proof an operational process	

UEENEEH166A Fault find microcontroller based hardware

Group D

Select up to **five (5)** units from Group D.

Unit code	Unit title
MEM30031A	Operate computer-aided design (CAD) system to produce basic drawing elements
MSFDN4003	Produce patterns and templates
MSFFM2012	Set up, operate and maintain pressure and clamping machines
MSFFM3007	Prepare and apply decorative surfaces for furniture
MSFFM3011	Measure and draw site layout for manufactured furniture products
MSFFT4007	Sample, inspect and test products to specifications
MSS402010A	Manage the impact of change on own work
MSS402021A	Apply Just in Time procedures
MSS402051A	Apply quality standards
TLID2003A	Handle dangerous goods/hazardous substances

Group E

Up to **five (5)** relevant units may be chosen from units not already selected from Groups A, B, C, or D or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 5 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group E must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF30502 Certificate III in Furniture Making (Wood Machining). Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30413 Certificate III in Glass and Glazing

Modification History

Release 3 - Unit codes corrected for MSFFM3024 and HLTAID003. Unit titles corrected for MSFGG3020 and MSFGG4003. No change in outcomes

Release 2 - Two unit titles corrected - no change in outcomes

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform a range of glass and glazing job roles, including safely manufacturing, processing, moving and installing various types of glass and handling glazing materials and components.

The MSF30413 Certificate III in Glass and Glazing reflects vocational outcomes for those performing glass processing, glazing or architectural glass functions in residential and commercial operations and could include manufacturing, processing, installation and stained glass and leadlighting design. Job roles would be in 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.

Specialisation is possible in this qualification depending on the electives chosen. A specialisation can be identified on the testamur where a minimum of six (6) elective units of competency are achieved in one of the three elective groups and units chosen must include those marked with ‘#’ in each specialist group:

- Group B - Glass Processing
- Group C - Glazing
- Group D - Architectural Stained Glass

Where specialisation is achieved, RTOs should identify this as follows:

MSF30413 Certificate III in Glass and Glazing

(specialising in Glass Processing/Glazing/Architectural Stained Glass)

Depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Licensing of glazing work applies in Queensland, NSW and South Australia. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30413 Certificate III in Glass and Glazing, competency must be achieved in **twenty-four (24)** units of competency:

- **eleven (11)** core units of competency
- **thirteen (13)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all of the following **eleven (11)** units of competency.

Unit code	Unit title
HLTAID003	Apply first aid
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFGG2001	Use glass and glazing sector hand and power tools
MSFGG2003	Operate glass freefall rack and table
MSFGG2004	Process thin glass by hand
MSFGG2005	Apply basic glass handling
MSFGG2006	Move single glass sheets by mechanical means
MSFGG2007	Process glass by basic machines
MSFGN2001	Make measurements and calculations

ELECTIVE UNITS

Select **thirteen (13)** units from Groups A, B, C, D, E and F as specified below.

Group A

Select a minimum of **one (1)** unit from Group A.

Unit code	Unit title
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
MSAPMOHS200A	Work safely

Select a minimum of **seven (7)** units from Groups B, C or D (at least **six (6)** units must be selected from one group to achieve that specialisation and chosen units must include those marked with ‘#’ in each specialist group)

Group B – Glass Processing

Unit code	Unit title
MEM30031A	Operate computer-aided design (CAD) system to produce basic drawing elements
MSFFM3024	Construct jigs and fixtures
MSFGG3001	Store and handle glass
MSFGG3003	Move block and bulk glass sheet by mechanical means #
MSFGG3004	Process thick glass #
MSFGG3005	Process glass by semi-automatic machines
MSFGG3006	Process glass by automatic machines
MSFGG3007	Apply and handle films and coated glass
MSFGG3008	Form glass
MSFGG3009	Apply patterns and designs to glass
MSFGG3010	Set up and operate glass laminating equipment
MSFGG3011	Set up and operate glass toughening equipment

MSFGG3012	Set up and operate glass mirroring equipment
MSFGG3013	Set up and operate insulated glass unit manufacturing equipment

Group C – Glazing

Unit code	Unit title
MSFGG2002	Use, handle and store glass and glazing products and consumables
MSFGG2008	Glaze and re-glaze residential windows and doors #
MSFGG2009	Fabricate and assemble frames
MSFGG2010	Fabricate and install insect and security screens
MSFGG3002	Assess glass and glazing requirements #
MSFGG3015	Fabricate and install shower screens and wardrobe doors
MSFGG3016	Fabricate and install residential windows and doors
MSFGG3017	Fabricate and install commercial glazing
MSFGG3018	Prepare and install architectural engineered glazing
MSFGG3019	Conduct commercial and structural re-glazing
MSFGG3020	Use static machines for aluminium and unplasticised polyvinyl chloride (uPVC) fabrication
MSFGG3021	Prepare and install mirrors and glass splashbacks

Group D – Architectural Stained Glass

Unit code	Unit title
MSFGG3014	Construct and repair leadlight panels
MSFSL2001	Assemble leadlight and stained glass components #
MSFSL3001	Apply product and material knowledge to leadlight and stained glass operations

MSFSL3002	Protect stained glass and leadlighting
MSFSL3003	Fabricate and install residential leadlight and stained glass windows and doors
MSFSL3004	Prepare and install architectural engineered leadlight and stained glass
MSFSL3005	Paint and fire glass #

Group E

A maximum of **four (4)** units, may be selected from:

- units not previously selected from Groups A, B, C or D
- a maximum of **three (3)** units from Group F, below
- a maximum of **four (4)** relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II level (maximum 1 unit), Certificate III level (maximum 4 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group F

Unit code	Unit title	Prerequisites
BSBWHS401A	Implement and monitor WHS policies, procedures and programs to meet legislative requirements	
CPCCCM2001A	Read and interpret plans and specifications	
CPCCCM2006B	Apply basic levelling procedures	*
CPCCCM2010B	Work safely at heights	*
CPCCOHS1001A	Work safely in the construction industry	
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	
CUVACD301A	Produce drawings to communicate ideas	
CUVACD201A	Develop drawing skills to communicate ideas	
CUVCAL301A	Produce calligraphy	

MSAPMSUP201A	Receive or despatch goods
MSFBA2009	Construct metal louvre and canopy-hooded style awnings
MSFFM3009	Produce manual and computer-aided production drawings
MSFGG4003	Manage glass industry production scheduling
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job
TAEDEL404A	Mentor in the workplace
TLID2003A	Handle dangerous goods/hazardous substance
TLILIC2001A	License to operate a forklift truck

Qualification Mapping Information

Supersedes and is based on LMF30611 Certificate III in Glass and Glazing. Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30513 Certificate III in Picture Framing

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to prepare design requirements for framing and use mouldings and mat to frame pictures, artwork, and textiles, including use of glass and glazing materials, where required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30513 Certificate III in Picture Framing, competency must be achieved in **twenty-one (21)** units of competency.

- **fourteen (14)** core units of competency
- **seven (7)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **fourteen (14)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace

Unit code	Unit title
MSAPMSUP106A	Work in a team
MSFGN2001	Make measurements and calculations
MSFPPF2001	Use picture framing sector hand and power tools
MSFPPF2002	Cut mouldings to length
MSFPPF2003	Join mouldings
MSFPPF2004	Mount artwork
MSFPPF2005	Cut mat boards
MSFPPF2006	Cut and handle glazing materials for framing
MSFPPF3001	De-frame artwork
MSFPPF3005	Recognise and handle artwork for framing
MSFPPF3006	Prepare design requirements for framing

ELECTIVE UNITS

Select **seven (7)** units from Groups A, B and C as specified below.

Group A

Select a minimum of **four (4)** units from Group A.

Unit code	Unit title
ICPPR384A	Set up and produce basic digital print
MSFPPF2007	Assemble a basic artwork package
MSFPPF2008	Recognise and repair finishes of framing materials
MSFPPF3002	Decorate mat boards
MSFPPF3003	Set up and operate computer numerically controlled (CNC) machines for picture framing work
MSFPPF3004	Prepare textiles for framing

Unit code	Unit title
MSFPF3007	Apply frame finishes
MSFPF3008	Assemble a complex artwork package
MSFPF3009	Install artwork

Group B

Select up to **three (3)** units from Group B.

Unit code	Unit title
BSBCCO304C	Provide sales solutions to customers
BSBCUS301B	Deliver and monitor a service to customers
BSBITU306A	Design and produce business documents
BSBSMB303A	Organise finances for the micro business
BSBSMB305A	Comply with regulatory, taxation and insurance requirements for the micro business
BSBWOR301B	Organise personal work priorities and development
MSAPMSUP201A	Receive or despatch goods
MSFGN3002	Estimate and cost job

Group C

Up to **three (3)** relevant units may be chosen from units not already selected from Groups A and B, or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 3 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF30802 Certificate III in Picture Framing. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30613 Certificate III in Soft Furnishing

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform soft furnishing sewing, selection, manufacture and installation of curtains and drapes and/or blinds with required fittings and may include production administration, quality assurance, sales and manufacture of bedspreads, linen and soft furnishing accessories.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30613 Certificate III in Soft Furnishing, competency must be achieved in **twenty (20)** units of competency.

- **six (6)** core units of competency
- **fourteen (14)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **six (6)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely

MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFSF2014	Use soft furnishing sector hand and power tools
MSFSF3008	Measure up and calculate fabric quantities for window coverings

ELECTIVE UNITS

Select **fourteen (14)** units from Groups A, B and C as specified below.

Select a minimum of **ten (10)** units from Groups A and B.

Group A - Manufacture

Unit code	Unit title
MSFSF2001	Cut single layer fabrics
MSFSF2002	Machine sew materials
MSFSF2003	Machine sew specialised sewn products
MSFSF2004	Hand sew soft furnishings
MSFSF2005	Operate a steam press
MSFSF2007	Construct unlined curtains and drapes
MSFSF2008	Construct lined curtains and drapes
MSFSF2009	Construct padded pelmets
MSFSF3001	Operate drop cutting machines
MSFSF3002	Use automated curtain pleating equipment
MSFSF3003	Follow patterns to produce window toppings
MSFSF3004	Construct Roman-style blinds
MSFSF3005	Construct Austrian festoon-style blinds
MSFSF3006	Chemically join textiles

MSFSF3007	Lay out patterns and cut fabrics
MSFSF3009	Manufacture bedspreads, bed linen and table cloths
MSFSF3012	Follow patterns to produce soft furnishing accessories

Group B - Installation

Unit code	Unit title
MSFSF2010	Make up tracks for window coverings
MSFSF2011	Fit and adjust curtain hardware
MSFSF2012	Fit and adjust interior blinds
MSFSF2013	Dress windows
MSFSF3011	Install motorised curtains and blinds

Group C

Up to **four (4)** relevant units may be chosen from:

- units not already selected from Groups A and B
- Group C units, below
- other units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 4 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Unit code	Unit title
BSBCUS301B	Deliver and monitor a service to customers
BSBITU306A	Design and produce business documents
BSBMKG413A	Promote products and services
MSAPMOPS212A	Use enterprise computer or data systems
MSAPMSUP201A	Receive or despatch goods

MSFFT4009	Match furnishing style materials to customer requirements
MSFFT4011	Purchase materials and consumables
MSFGN3002	Estimate and cost job
MSFSF3010	Advise customers on interior decoration
MSFSF3013	Provide technical advice to customers
MSS402020A	Apply quick changeover procedures
MSS402021A	Apply Just in Time procedures
MSS402040A	Apply 5S procedures
MSS402050A	Monitor process capability
MSS402051A	Apply quality standards
TAEDEL301A	Provide work skill instruction
TLIA4032A	Organise transport of freight or goods

Qualification Mapping Information

Supersedes and is based on LMF30902 Certificate III in Soft Furnishing. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30713 Certificate III in Upholstery

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform upholstery, including dismantling and reassembling furniture; selecting, cutting, sewing and fitting fabric and leather upholstery materials; and producing loose covers. There is a specialist stream in production upholstery.

Specialisation is possible in this qualification depending on the electives chosen. A specialisation can be identified on the testamur where a minimum of two (2) Group A elective units of competency are achieved in production upholstery.

Where the production upholstery specialisation is achieved, RTOs should identify this as follows:

MSF30713 Certificate III in Upholstery
(specialising in Production Upholstery)

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30713 Certificate III in Upholstery, competency must be achieved in **twenty-five (25)** units of competency.

- **fourteen (14)** core units of competency
- **eleven (11)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **fourteen (14)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job
MSFUP2001	Use upholstery sector hand and power tools
MSFUP2002	Fit upholstery components
MSFUP2004	Machine sew basic upholstery final cover materials
MSFUP2005	Develop cutting plan and cut single layer upholstery fabric
MSFUP2006	Dismantle and reassemble furniture for upholstering
MSFUP3002	Fit and apply final cover materials to furniture using basic techniques
TLID2003A	Handle dangerous goods/hazardous substances

ELECTIVE UNITS

Select **eleven (11)** units from Groups A, B and C as specified below.

Group A

Select a minimum of **two (2)** units from Group A.

Unit code	Unit title
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Production Upholstery Stream

MSFUP2003	Apply contemporary foundations to upholstered furniture
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Unit code	Unit title
MSFUP3008	Apply finishing techniques to upholstered furniture

Upholstery Stream

MSFUP3010	Cut, sew and fit skirts to upholstered furniture
MSFUP3011	Cut, sew and fit or fill cushions

Group B

Select up to **nine (9)** units from Groups B and C.

Unit code	Unit title
MSFSF3010	Advise customers on interior decoration
MSFUP3001	Apply traditional foundations to upholstered furniture
MSFUP3003	Fit and apply final cover materials to furniture using decorative techniques
MSFUP3004	Lay out patterns and cut leather
MSFUP3005	Machine sew complex upholstery final cover materials
MSFUP3006	Fit and apply leather to furniture
MSFUP3007	Manufacture and fit loose covers
MSFUP3009	Develop cutting plan and cut multiple layer upholstery fabric
MSFUP3012	Apply marine sewing and installation techniques
MSFUP3013	Cut and sew canvas and acrylics
MSFUP3014	Set up, operate and maintain computer numerically controlled (CNC) cutting machines

Group C

Up to **six (6)** relevant units may be chosen from units not already selected from Groups A or B, or from units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 6 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF31002 Certificate III in Upholstery and LMF31102 Certificate III in Production Upholstery. Outcomes are equivalent. Additional elective units available.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30813 Certificate III in Flooring Technology

Modification History

Release 3 - Two unit titles corrected for MSFFL3027 and MSFFL3039. No change in outcomes.

Release 2 - One imported elective unit updated with current release. No change in outcomes.

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform flooring technology tasks, including preparing flooring surfaces, including polished concrete floors; and installing and finishing carpet, resilient, vinyl and timber flooring materials and polished concrete floors.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30813 Certificate III in Flooring Technology, competency must be achieved in **twenty-five (25)** units of competency.

- **eleven(11)** core units of competency
- **fourteen (14)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **eleven (11)** units from this list.

Unit code

Unit title

MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFFL2001	Use flooring technology sector hand and power tools
MSFFL2002	Receive and prepare floor covering materials for installation
MSFFL3001	Plan and cost flooring technology work
MSFFL3002	Establish and maintain a safe flooring technology work environment
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
TLID2003A	Handle dangerous goods/hazardous substances

ELECTIVE UNITS

Select **fourteen (14)** units from Groups A, B and C as specified below.

Group A

Select a minimum of **nine (9)** units from Groups A and B with at least **four (4)** units being coded MSFFL****

Unit code	Unit title
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Carpets

MSFFL2017	Install carpet cushion underlays and gripper accessories
MSFFL2018	Install unpatterned tufted and bonded carpet floor coverings
MSFFL2019	Install carpet tiles using standard installation procedures
MSFFL2020	Install unpatterned tufted and bonded carpet floor coverings to stairs
MSFFL3005	Install carpet tiles using custom designs
MSFFL3006	Install adhesive fixed carpet floor coverings

Unit code	Unit title
MSFFL3007	Install commercial carpet floor coverings
MSFFL3008	Install patterned carpet floor coverings
MSFFL3009	Install custom design carpet and decorative finishes
MSFFL3010	Install synthetic floor coverings to sports facilities and outdoor spaces
MSFFL3011	Install carpet floor coverings to custom design stairs
Resilient	
MSFFL2021	Install lay flat vinyl floor coverings
MSFFL2022	Install resilient tiles using standard installation procedures
MSFFL3012	Install linoleum floor coverings
MSFFL3013	Install commercial vinyl floor coverings
MSFFL3014	Install resilient floor coverings using custom designs and decorative finishes
MSFFL3015	Install resilient tiles using custom design and decorative finishes
MSFFL3016	Install rubber floor coverings
MSFFL3017	Install resilient sheet to walls
MSFFL3018	Install resilient sheet to bench and countertops
MSFFL3019	Install anti-static resilient floor coverings
MSFFL3020	Install conductive resilient floor coverings
MSFFL3021	Cut and install resilient floor coverings to stairs
Coatings	
MSFFF3001	Match and make up colours
MSFFL3022	Mix and apply epoxy and seamless floor coverings
MSFFL3023	Apply solvent-based coatings to timber floors
MSFFL3024	Apply water-based coatings to timber floors
MSFFL3025	Apply oil-based coatings to timber floors

Unit code	Unit title
MSFFL3026	Apply composite-based coatings to timber flooring
MSFFL3027	Apply emulsion wax to timber flooring
MSFFL3028	Apply stains and fillers to timber flooring

Timber

MSFFL2004	Moisture test timber and concrete floors
MSFFL2015	Coarse sand timber flooring
MSFFL2023	Install laminate timber and bamboo flooring
MSFFL2024	Install engineered timber flooring
MSFFL2026	Nail strip timber flooring
MSFFL2027	Install expansion joints
MSFFL2028	Install mouldings and edge trims to timber floors
MSFFL3029	Adapt and apply custom designs to timber flooring
MSFFL3030	Cut and install timber flooring to stairs
MSFFL3031	Install direct stick timber flooring
MSFFL3032	Inspect defective timber flooring
MSFFL3033	Install block parquetry flooring
MSFFL3034	Install cork tiles
MSFFL3035	Install patterned parquetry flooring
MSFFL3036	Install mosaic parquetry flooring
MSFFL3037	Install sprung timber flooring
MSFFL3038	Install strip timber flooring onto battens
MSFFL3039	Install strip timber flooring onto plywood
MSFFL3040	Repair timber flooring
MSFFL3041	Maintain timber, laminate and engineered flooring

Sanding and Finishing

Unit code	Unit title
MSFFL3042	Fine sand timber flooring
MSFFL3043	Edge sand timber flooring
MSFFL3044	Sand cork flooring
MSFFL3045	Sand and fill parquet flooring
MSFFL3046	Apply finishes to cork flooring

Concrete Polishing	Prerequisites
CPCCCO3046A	Repair and rectify concrete *
MSFFL2008	Prepare concrete sub-floors using wet cleaning methods
MSFFL2011	Select, operate and maintain grinding equipment
MSFFL3047	Polish concrete floors using planetary machines
MSFFL3048	Select and fit diamond polishing tools for concrete surface preparation and polishing
MSFFL3049	Apply densifiers and sealers to concrete surfaces

Group B

Unit code	Unit title
BSBCUS301B	Deliver and monitor a service to customers
BSBSMB406A	Manage small business finances
CPCCOHS1001A	Work safely in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCW3002A	Apply waterproofing process to internal wet areas
MEM30031A	Operate computer-aided design (CAD) system to produce basic design elements

MSFFL2003	Select, operate and maintain floor covering cutting machine
MSFFL2005	Remove existing floor coverings
MSFFL2006	Prepare, select and apply smoothing and patching compounds
MSFFL2007	Select and apply appropriate compounds and additives
MSFFL2010	Prepare walls for covering
MSFFL2016	Install hard underlays
MSFFL2025	Install impact and sound absorption underlay
MSFFL3003	Inspect sub-floors
MSFFL3050	Provide advice to customers on flooring products
MSFFT4009	Match furnishing styles to customer requirements
MSS402051A	Apply quality standards
TAEDEL301A	Provide work skill instruction
TAEDEL404A	Mentor in the workplace

Group C

Up to **five (5)** relevant units may be chosen from units not already selected from Groups A or B, or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 2 units), Certificate III level (maximum 5 units) or Certificate IV level (maximum 2 units).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF31208 Certificate III in Flooring Technology. Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to design, construct, install and repair interior and exterior blinds and awnings and security screens and grilles using a range of materials, fixtures and fittings for residential and commercial premises.

Work is usually performed in 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.

Specialisation is possible in this qualification depending on the electives chosen. A specialisation can be identified on the testamur where a minimum of five (5) Group A elective units of competency are achieved in blinds and awnings or a minimum of five (5) Group B elective units of competency are achieved in security screens and grilles.

Where a specialisation is achieved, RTOs should identify this as follows:

MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles
(specialising in Blinds and Awnings) or (specialising in Security Screens and Grilles)

Licensing applies in some jurisdictions for installation of blinds, awnings, security screens/grilles and shade sails. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles competency must be achieved in **twenty-five (25)** units of competency.

- **ten (10)** core units of competency
- **fifteen (15)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **ten (10)** units from this list.

Unit code	Unit title
BSBFLM303C	Contribute to effective workplace relationships
BSBPRO401A	Develop product knowledge
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSFBA2001	Use blinds, awnings, security screens and grilles sector hand and power tools
MSFGN2001	Make measurements and calculations
MSFGN2002	Move and store materials and products
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job

ELECTIVE UNITS

Select **fifteen (15)** units from Groups A, B, C and D as specified below.

Select a minimum of **five (5)** units from Groups A or B.

Group A – Blinds and Awnings

Unit code	Unit title
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MSFBA2002	Set up, operate and maintain blinds and awnings sector static machines
MSFBA2003	Select and apply blinds and awnings sector hardware and fixings
MSFBA2004	Construct roll-up and pull-down style blinds and awnings
MSFBA2005	Construct vertical-style blinds
MSFBA2006	Construct textiles for canopy-style awnings
MSFBA3001	Install interior blinds
MSFSF2001	Cut single layer fabrics
MSFSF2002	Machine sew materials

Group B – Security Screens and Grilles

Unit code	Unit title
HLTAID003	Apply first aid
MSFGG2001	Use glass and glazing hand and power tools
MSFGG2008	Glaze and re-glaze residential windows and doors
MSFGG2010	Fabricate and install insect and security screens
MSFSS2002	Prepare product for Australian Standards testing
MSFSS2003	Undertake surface preparation
MSFSS3001	Install security screens and grilles
MSFSS3002	Apply patterns and designs to security screens and grilles
MSFSS3003	Resolve quality and compliance issues

Group C

Select a minimum of **five (5)** units from Group C.

Blinds, Awnings and Shade Sail Installation

Unit code	Unit title	Prerequisites
AHCLSC308A	Install metal structures and features	
CPCCCM2002A	Carry out excavation	*
CPCCCO2013A	Carry out concreting to simple forms	*
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	
MSFBA3002	Install exterior blinds and awnings	
LMTGN2005B	Perform minor maintenance	
LMTTF2016A	Install products on and off-site	

Group D

Up to **five (5)** relevant units may be chosen from:

- units not already selected from Groups A, B and C
- units in Group D, below
- units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 2 units), Certificate III level (maximum 5 units) or Certificate IV level (maximum 2 units).

Units selected from other Training Packages and accredited courses via Group D must be relevant to the qualification outcome and not duplicate units available within this qualification.

Unit code	Unit title
BSBADM311A	Maintain business resources
BSBCUS301B	Deliver and monitor a service to customers
BSBFLM309C	Support continuous improvement systems and processes
BSBINN201A	Contribute to workplace innovation
BSBITU306A	Design and produce business documents
BSBPRO301A	Recommend products and services
BSBRKG304B	Maintain business records

Unit code	Unit title
CPCCCM3001C	Operate elevated work platforms
CPCCOHS1001A	Work safely in the construction industry
LMTTF3004A	Perform advanced welding of plastic materials
MSFBA2007	Construct plastic and timber Venetian-style blinds
MSFBA2008	Construct aluminium Venetian-style blinds
MSFBA2009	Construct metal louvre and canopy-hooded style awnings
MSFBA2010	Construct aluminium roll-up style awnings
MSFBA3003	Install timber shutters
MSFBA3004	Construct folding-arm style awnings
MSFBA3005	Construct framework for canopy-style awnings
MSFBA3006	Construct pleated-style blinds
MSFBA3007	Construct wood-weave style blinds
MSFBA3008	Construct pelmets
MSFBA3009	Provide advice to customers on blinds and awnings
MSFBA3010	Assess suitability of blinds or awnings
MSFFM2010	Set up, operate and maintain basic static machines
MSFSF3004	Construct Roman-style blinds
TLIA2011A	Package goods
TLIA2013A	Receive goods
TLIA3016A	Use inventory systems to organise stock control
TLIA2021A	Despatch stock
TLILIC2001A	Licence to operate a forklift truck
TLID2003A	Handle dangerous goods/hazardous substances
TLID1002A	Shift a load using manually operated equipment

Qualification Mapping Information

New qualification that supersedes and is based on LMF31608 Certificate III in Security Screens and Grilles and LMF31808 Certificate III in Blinds and Awnings. Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF31013 Certificate III in Interior Decoration Retail Services

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to provide practical assistance and advice to customers on interior decorating in a retail, showroom or domestic environment.

The qualification reflects vocational outcomes for job roles in retailers/department stores and showrooms that provide products for interior decoration. It involves 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.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF31013 Certificate III in Interior Decoration Retail Services, competency must be achieved in **thirteen (13)** units of competency.

- **four (4)** core units of competency
- **nine (9)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **four (4)** units from this list.

Unit code

Unit title

MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team

ELECTIVE UNITS

Select **nine (9)** units from Groups A, B and C as specified below.

Group A

Select **one (1)** unit from Group A.

Unit code	Unit title
MSFGN2001	Make measurements and calculations
MSFFL3001	Plan and cost flooring technology work
MSFSF3008	Measure up and calculate fabric quantities for window coverings

Group B

Select a minimum of **five (5)** units from Group B.

Unit code	Unit title
BSBCCO304C	Provide sales solutions to customers
BSBCMM301B	Process customer complaints
BSBCUS301B	Deliver and monitor a service to customers
BSBDES202A	Evaluate the nature of design in a specific industry context
BSBDES301A	Explore the use of colour
BSBDES305A	Source and apply information on the history and theory of design
BSBFIA301A	Maintain financial records
CPCCOHS1001A	Work safely in the construction industry

CUFDIG304A	Create visual design components
CUVACD301A	Produce drawings to communicate ideas
CUVACD302A	Produce computer-aided drawings
MSAPMSUP201A	Receive or despatch goods
MSFBA3009	Provide advice to customers on blinds and awnings
MSFFL2004	Moisture test timber and concrete floors
MSFFL3003	Inspect sub-floors
MSFFL3050	Provide advice to customers on floor coverings
MSFFT4009	Match furnishing styles and materials to customer requirements
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job
MSFID3001	Source and specify decoration products
MSFID3002	Style a retail display
MSFSF3010	Advise customers on interior decoration
MSFSF3013	Provide technical advice to customers
MSS402051A	Apply quality standards
SIRRRPK010A	Recommend home and home improvement products and services
SIRXINV002A	Maintain and order stock
SIRXSLS201	Sell products and services
SIRXSLS303	Build relationships with customers
SITXMPR403	Plan and implement sales activities

Group C

Up to **three (3)** relevant units may be chosen from units not already selected in Groups A and B or units available in this Training Package or in other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate III (maximum 3 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on, but extends, LMF31908 Certificate III in Interior Decoration (Retail Services). Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF31113 Certificate III in Cabinet Making

Modification History

Release 2 - One unit title corrected for MSFFM3010. No change in outcomes.

Release 1 - New qualification

Qualification Description

This qualification covers the skills and knowledge required to perform a range of skills at trade-level for those working in furniture making and those involved in the manufacture and installation of fitted furniture typically in a kitchen, bathroom and related context. Installation skills may be applied to new or renovation work. The work is in 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.

There are two pathways offered within the Certificate III in Cabinet Making targeting the skill requirements of free-standing furniture makers and kitchen and bathroom cabinet makers and installers.

Qualification descriptors for this qualification will depend on the pathway selection. Those completing Pathway 1 will achieve a **MSF31113 Certificate III in Cabinet Making (Furniture)** and those completing Pathway 2 will achieve a **MSF31113 Certificate III in Cabinet Making (Kitchens and Bathrooms)**.

The MSS30312 Certificate III in Competitive Systems and Practices is available for employees at this level who already possess technical skills and who require additional manufacturing practice skills above those available in this qualification.

Depending on the state and territory where work is undertaken licensing may relate to this qualification where the candidate is required to work on-site assisting in kitchen and bathroom installation. The licensing requirement will usually involve construction induction training. Where licensing is required the unit *CPCCOHS1001A Work safely in the construction industry* should be selected. If no licensing requirement exists e.g. where all work will be off-site then the unit *MSAPMOHS200A Work safely* should be selected.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF31113 Certificate III in Cabinet Making, competency must be achieved in **twenty-eight (28)** units of competency.

- **six (6)** core units of competency
- **twenty-two (22)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **six (6)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFFM2001	Use furniture making hand and power tools
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents

ELECTIVE UNITS

Select **twenty-two (22)** units from Groups A to F as specified below.

Group A

Select a minimum of **one (1)** unit from Group A.

Unit code	Unit title
CPCCOHS1001A	Work safely in the construction industry
MSAPMOHS200A	Work safely

Group B

Select a minimum of **eight (8)** units from Groups B and D for **Pathway 1 - Furniture**

Unit code	Unit title
MSFFF2004	Prepare surfaces for finishing
MSFFM2002	Assemble furnishing components
MSFFM2005	Join solid timber
MSFFM2006	Hand make timber joints
MSFFM3002	Construct furniture using leg and rail method
MSFFM3005	Fabricate custom furniture
MSFFM3006	Install furnishing products

Group C

Select a minimum of **eight (8)** units from Group C and D for **Pathway 2 - Kitchens and Bathrooms**

Unit code	Unit title
MSFKB2001	Prepare for cabinet installation
MSFKB3001	Identify processes in kitchen and bathroom projects
MSFKB3002	Determine requirements for installation of cabinets
MSFKB3003	Check and measure fit of cabinets
MSFKB3004	Conduct on-site adjustments to cabinets and components
MSFKB3005	Fabricate cabinets for the built-in environment
MSFKB3006	Install fitted cabinets and components

Group D

Unit code	Unit title
BSBCUS301B	Deliver and monitor a service to customers

Unit code	Unit title
MSFFM2003	Select and apply hardware
MSFFM2010	Set up, operate and maintain basic static machines
MSFFM2011	Apply manufactured board conversion techniques
MSFFM3010	Prepare cutting list from plans and job specifications
MSFFM3021	Set up, operate and maintain computer numerically controlled (CNC) sizing machines
MSFFM3022	Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres
MSFGN3002	Estimate and cost job
MSS402030A	Apply cost factors to work practices

Group E

Select a minimum of **eight (8)** units from Group E.

Unit code	Unit title
CUVACD302A	Produce computer-aided drawings
MSAPMOPS363A	Organise on-site work
MSAPMPER200C	Work in accordance with an issued permit
MSAPMSUP390A	Use structured problem solving tools
MSFFF2006	Apply surface coatings by spray gun
MSFFM2012	Set up, operate and maintain pressure and clamping machines
MSFFM3001	Construct chair and couch frames
MSFFM3003	Produce angled and curved furniture using manufactured board
MSFFM3004	Produce angled and curved furniture using solid timber
MSFFM3007	Prepare and apply decorative surfaces for furniture
MSFFM3008	Select timbers for furniture production

Unit code	Unit title
MSFFM3009	Produce manual and computer-aided production drawings
MSFFM3011	Measure and draw site layout for manufactured furniture products
MSFFM3012	Set up, operate and maintain sawing machines
MSFFM3013	Set up, operate and maintain drilling machines
MSFFM3014	Set up, operate and maintain joining machines
MSFFM3015	Set up, operate and maintain planing and finishing machines
MSFFM3016	Set up, operate and maintain multi-head planing and moulding machines
MSFFM3017	Set up, operate and maintain routing and shaping machines
MSFFM3018	Set up, operate and maintain mechanical wood-turning lathes
MSFFM3019	Set up, operate and maintain automated edge banding machines
MSFFM3020	Fabricate synthetic solid surface products
MSFFM3023	Produce and maintain cutting tools
MSFFM3024	Construct jigs and fixtures
MSFFT4001	Coordinate on-site installation of furnishing products
MSFFT4007	Sample, inspect and test products to specifications
MSFFT4008	Interpret and use workplace information
MSFFT4009	Match furnishing style and materials to customer requirements
MSS402001A	Apply competitive manufacturing practices
MSS402002A	Sustain process improvements
MSS402010A	Manage the impact of change on own work
MSS402020A	Apply quick changeover procedures
MSS402021A	Apply Just in Time procedures
MSS402040A	Apply 5S procedures
MSS402050A	Monitor process capability

Unit code	Unit title
MSS402051A	Apply quality standards
MSS402060A	Use planning software systems in operations
MSS402061A	Use SCADA systems in operations
MSS402080A	Undertake root cause analysis
MSS402081A	Contribute to the application of a proactive maintenance strategy
TLID2003A	Handle dangerous goods/hazardous substances

Group F

Up to **five (5)** relevant units may be chosen from units not already selected from Groups A to E, or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 5 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group F must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF32109 Certificate III in Cabinet Making. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF31213 Certificate III in Piano Technology

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to repair, rebuild, re-pin, re-string and tune upright and grand pianos.

Credit can be granted towards this qualification by those who have completed a relevant Certificate II Furnishing qualification, such as MSF20213 Certificate II in Furniture Finishing or achieved equivalent industry experience.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF31213 Certificate III in Piano Technology, competency must be achieved in **twenty-five (25)** units of competency.

- **five (5)** core units of competency
- **twenty (20)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **five (5)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices

Unit code	Unit title
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team
MSFGN2001	Make measurements and calculations

ELECTIVE UNITS

Select **twenty (20)** units from Groups A, B and C as specified below.

Group A

Select a minimum of **twelve (12)** units from Group A.

Unit code	Unit title	Prerequisites
MSFPT3001	Apply piano industry knowledge and work techniques	
MSFPT3002	Select materials for piano actions and key repairs	
MSFPT3003	Repair upright and grand piano actions, keys and pedals	
MSFPT3004	Rebuild upright and grand piano actions, keys and pedals	
MSFPT3005	Re-string and re-pin a piano	
MSFPT3006	Regulate actions, keys and pedals of upright pianos	
MSFPT3007	Regulate actions, keys and pedals of grand pianos	
MSFPT3008	Apply piano tuning theory and basic acoustics	
MSFPT3009	Develop control of tuning hammers	
MSFPT3010	Pitch raise a piano	
MSFPT3011	Tune unisons aurally to a beatless condition	
MSFPT3012	Tune octaves aurally to appropriate stretch	
MSFPT3013	Tune a temperament octave to produce an equally	

	tempered scale
MSFPT3014	Tune a piano aurally and electronically within time and accuracy constraints *
MSFPT3015	Voice a piano
MSFPT3016	Provide advice to customers on piano tuning and repairs

Group B

Select a minimum of **three (3)** units from Group B.

Unit code	Unit title
MSFFF2008	Apply surface coatings by hand
MSFFF3005	Enhance finishes
MSFFF3006	Repair and touch up surfaces
MSFFF3008	Apply traditional French polishing techniques
MSFFM2002	Assemble furnishing components
MSFFM2006	Hand make timber joints
MSFFM2010	Set up, operate and maintain basic static machines
MSFGN2002	Move and store materials and products
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job
TLID1002A	Shift a load using manually-operated equipment
TLID2003A	Handle dangerous goods/hazardous substances

Group C

Up to **five (5)** relevant units may be chosen from units not already selected from Groups A and B or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 2 units), Certificate III level (maximum 5 units) or Certificate IV level (maximum 2 units).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF31508 Certificate III in Piano Technology. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF31313 Certificate III in Kitchens and Bathrooms - Retail Services

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required by those working in the kitchen or bathroom industry providing limited technical advice to customers within a showroom or domestic environment. Advice will relate to a standardised range of kitchen or bathroom designs and fittings to meet client design requirements. It reflects vocational outcomes for those working in a sales environment providing technical and design information and advice on kitchen, bathroom, laundry or related products and design packages. Job roles, such as showroom sales assistants, customer liaison, and marketing officers, use sales and other customer liaison techniques with limited technical information on kitchen and bathroom products and services.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF31313 Certificate III in Kitchens and Bathrooms - Retail Services, competency must be achieved in **thirteen (13)** units of competency.

- **four (4)** core units of competency
- **nine (9)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **four (4)** units from this list.

Unit code	Unit title
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMOHS200A	Work safely
MSAPMSUP102A	Communicate in the workplace
MSAPMSUP106A	Work in a team

ELECTIVE UNITS

Select **nine (9)** units from Group A and B as specified below.

Group A

Select a minimum of **six (6)** units from Group A.

Unit code	Unit title
BSBCCO304C	Provide sales solutions to customers
BSBCMM301B	Process customer complaints
BSBCUS301B	Deliver and monitor a service to customers
BSBDES202A	Evaluate the nature of design in a specific industry context
BSBDES301A	Explore the use of colour
BSBDES305A	Source and apply information on the history and theory of design
BSBFIA301A	Maintain financial records
CPCCOHS1001A	Work safely in the construction industry
CUVACD301A	Produce drawings to communicate ideas
MEM16008A	Interact with computing technology
MSAPMSUP201A	Receive or despatch goods
MSFFT4009	Match furnishing styles and materials to customer requirements
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job

Unit code	Unit title
MSFID3001	Source and specify decoration products
MSFID3002	Style a retail display
MSFID4009	Research architectural styles and movements
MSFKB3001	Identify processes in kitchen and bathroom projects
MSFKB3007	Provide advice on cabinet design features
MSFKB3008	Identify cabinet construction and installation methods
MSS402051A	Apply quality standards
SIRRRPK010A	Recommend home and home improvement products and services
SIRXINV002A	Maintain and order stock
SIRXSLS303	Build relationships with customers

Group B

Up to **three (3)** relevant units may be chosen from units not already selected in Group A, or units available in this Training Package or in other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate III level or Certificate IV level (maximum 1 Certificate IV unit).

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF32009 Certificate III in Kitchens and Bathrooms (Client Services). Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF40113 Certificate IV in Interior Decoration

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to provide advice and practical assistance on the finishing and furnishing of existing interior spaces to meet client requirements. Decoration at this level includes residential or commercial environments and involves working directly with the client or with associated professionals, such as architects, builders, retailers, interior designers and suppliers required to implement a project. It reflects vocational outcomes in retail, consulting and building businesses as interior decorators or colour consultants performing a broad range of skilled applications in furnishing, including requirements 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.

This qualification is typically used to develop skills and a breadth, depth and complexity of knowledge in a range of decoration advice and services, including:

- research and analysis of the client's goals and requirements
- planning, designing and arranging space
- interior styling
- specifying finishes and furnishings
- selection of colours
- specifications and purchasing.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Work may require access to construction sites and require construction induction training and certification covered by the unit *CPCCOHS1001A Work safely in the construction industry*. Local regulations should also be checked for requirements.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF40113 Certificate IV in Interior Decoration, competency must be achieved in **nineteen (19)** units of competency.

- **eight (8)** core units of competency
- **eleven (11)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **eight (8)** units from this list.

Unit code	Unit title
BSBDES302A	Explore and apply the creative design process to 2D forms
BSBDES303A	Explore and apply the creative design process to 3D forms
CUVACD301A	Produce drawings to communicate ideas
CUVACD303A	Produce technical drawings
MSAENV272B	Participate in environmentally sustainable work practices
MSFID4001	Research, analyse and apply colour for interior spaces
MSFID4002	Decorate residential interiors
MSFID4011	Determine work health and safety (WHS) implications of interior effects

ELECTIVE UNITS

Select **eleven (11)** units from Groups A and B as specified below.

Group A

Select a minimum of **seven (7)** units from Group A.

Unit code	Unit title
BSBCRT401A	Articulate, present and debate ideas

Unit code	Unit title
BSBCRT402A	Collaborate in a creative process
BSBDES301A	Explore the use of colour
BSBDES305A	Source and apply information on the history and theory of design
BSBDES401A	Generate design solutions
BSBDES403A	Develop and extend design skills and practice
BSBMGT402A	Implement operational plan
BSBSMB405B	Monitor and manage small business operations
BSBWOR204A	Use business technology
CPCCOHS1001A	Work safely in the construction industry
CUFDIG303A	Produce and prepare photo images
CUFDIG304A	Create visual design components
CUVACD302A	Produce computer-aided drawings
CUVDES405A	Research and apply techniques in spatial design
CUVILL401A	Research and apply techniques for illustrative work
MEM16006A	Organise and communicate information
MSAENV472B	Implement and monitor environmentally sustainable work practices
MSFDN4001	Produce drawings from design concepts
MSFID3001	Source and specify decoration products
MSFID4003	Prepare a materials board for client presentation
MSFID4004	Research and recommend furniture and accessories
MSFID4005	Research and recommend soft furnishings for interiors
MSFID4006	Research and recommend hard materials and finishes for interiors
MSFID4007	Identify materials, construction techniques and methods used in building interiors
MSFID4008	Assess interior light and recommend light fittings

Unit code	Unit title
MSFID4009	Research architectural styles and movements
MSFID4010	Research interior decoration and design influences

Group B

Up to **four (4)** relevant units can be chosen from units not already selected from Group A, or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate III level (maximum 1 unit), Certificate IV level (maximum 4 units) or Diploma level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF40408 Certificate IV in Interior Decoration. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF40213 Certificate IV in Furniture Design and Technology

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform design of furniture and the application of the design into a finished furniture product. This qualification is streamlined to reflect three complementary occupational outcomes in the areas of:

1. Fine furniture making - with a focus on skills required to design and produce individual fine furniture for display or custom production.
2. Furniture design - with a focus on skills required to design furniture for volume production.
3. Furniture production - with a focus on purchasing, quality assurance and specialist techniques

This is a senior qualification with scope for entry from relevant trade and non-trade backgrounds.

This qualification is typically used to develop skills and a breadth, depth and complexity of knowledge in a range of furniture making, design and production techniques. The work would cover a broad range of varied activities or applications in a wide variety of contexts, most of which are complex and non-routine. Leadership and guidance would be involved when organising self and others as well as contributing to technical solutions of a non-routine or contingency nature.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF40213 Certificate IV in Furniture Design and Technology, competency must be achieved in **nineteen (19)** units of competency.

- **five (5)** core units of competency

- **fourteen (14)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **five (5)** units from this list.

Unit code	Unit title
MEM16006A	Organise and communicate information
MEM16007A	Work with others in a manufacturing, engineering or related environment
MSAENV272B	Participate in environmentally sustainable work practices
MSFFDT4011	Research and select furniture materials and technology
MSFFDT4012	Research furniture styles and movements

ELECTIVE UNITS

Select **fourteen (14)** units from Groups A to E as specified below.

Group A

Select **one (1)** unit from Group A.

Unit code	Unit title
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Stream 1: Fine Furniture Making and Furniture Production

BSBOHS404B	Contribute to the implementation of strategies to control OHS risk
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Stream 2: Furniture Design

MSFFDT4006	Determine work health and safety (WHS) implications of designs
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Select a minimum of **eight (8)** units from Group B, C or D with at least **five (5)** units being coded MSF*****

Group B – Fine Furniture Making

Unit code	Unit title
BSBDES301A	Explore the use of colour
BSBPMG522A	Undertake project work
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
CUFDIG303A	Produce and prepare photo images
CUVACD303A	Produce technical drawings
MSFDN4003	Produce patterns and templates
MSFFDT4001	Apply finishing techniques to custom furniture
MSFFDT4002	Assemble custom furniture
MSFFDT4005	Construct and evaluate furniture prototypes and samples
MSFFDT4008	Produce and evaluate developmental furniture models to scale
MSFFDT4009	Set up, operate and maintain basic static woodworking machines for furniture designs
MSFFDT4013	Select, use and maintain hand tools for the creation of custom furniture
MSFFDT4014	Set up and operate a wood-turning lathe to produce off-centre work
MSFFDT4015	Produce templates and jigs for custom-made furniture
MSFFM4001	Hand carve wood to custom design
MSFFM4002	Construct joints for custom furniture
MSFFM4003	Produce curved and shaped components for custom furniture
MSFFM4004	Produce timber veneered components for custom furniture
MSFFT4010	Identify and calculate production costs

Group C – Furniture Design

Unit code	Unit title	Prerequisites
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	
BSBDES303A	Explore and apply the creative design process to 3D forms	
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	
BSBSMB407A	Manage a small team	
CUFDIG304A	Create visual design components	
CULMS010B	Contribute to the preservation of cultural material	
CUVACD302A	Produce computer-aided drawings	
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	*
MEM30024A	Participate in quality assurance techniques	*
MEM30031A	Operate computer-aided design (CAD) system to produce basic drawing elements	

MEM30033A	Use computer-aided design (CAD) to create and display 3-D models	*
MSFDN4001	Produce drawings from design concepts	
MSFFDT4003	Assess and record the lifecycle of a product	
MSFFDT4004	Assess environmental impact of a design	
MSFFDT4007	Prepare and present furniture design information	
MSFFDT4010	Research and select furniture finishes	
MSFFT4009	Match furnishing style and materials to customer requirements	
MSS402030A	Apply cost factors to work practices	
MSS403030A	Improve cost factors in work practices	

Group D – Furnishing Technology

Unit code	Unit title
MSAENV472B	Implement and monitor environmentally sustainable work practices
MSFAH4001	Advise on security technology, hardware and services
MSFAH4002	Prepare door hardware schedules
MSFDN4002	Produce line and component production drawings
MSFDN4004	Design, construct and test jigs
MSFDN4005	Work within a furniture design team
MSFFT4001	Coordinate on-site installation of furnishing products
MSFFT4002	Customise stock lines
MSFFT4003	Organise production processes
MSFFT4004	Establish and monitor production inventory requirements
MSFFT4005	Install and commission computer numerically controlled (CNC) software

MSFFT4006	Construct prototypes and samples
MSFFT4007	Sample, inspect and test products to specifications
MSFFT4008	Interpret and use workplace information
MSFFT4011	Purchase materials and consumables
MSFFT4012	Prepare a tender submission
MSFPPF4001	Design and construct ornamental frames
MSFPPF4002	Determine and apply gilding techniques

Group E

Up to **five (5)** relevant units can be chosen from other units not already selected from Groups B, C or D, or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate III level (maximum 1 unit), Certificate IV level (maximum 5 units) or Diploma level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group E must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF40508 Certificate IV in Furniture Design and Technology and LMF40202 Certificate IV in Furnishing Technology. Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF40313 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to design kitchens, bathrooms and interior spaces to meet client requirements. It targets those designing kitchens, bathrooms and other interior spaces that typically feature built-in cabinetry and furniture. Employment outcomes include small business operators in kitchen and bathroom design or product supply, and specialist design personnel. Work involves a broad range of skilled applications, including requirements 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.

This qualification is typically used to develop specialist kitchen and bathroom design skills. However, units in the qualification also support the application of design skills to other interior spaces. It is suitable for those working in the kitchens and bathroom industries, or with furnishing, joinery or cabinet making skills, in order to prepare them for providing a design service in these industries.

Work may require access to construction sites and require construction induction training and certification covered by the unit *CPCCOHS1001A Work safely in the construction industry*. Local regulations should also be checked for requirements.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF40313 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces, competency must be achieved in **twenty (20)** units of competency:

- **thirteen (13)** core units of competency
- **seven (7)** elective units of competency

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Select all **thirteen (13)** units from this list.

Unit code	Unit title
BSBDES401A	Generate design solutions
CPCCOHS1001A	Work safely in the construction industry
MSFDN4001	Produce drawings from design concepts
MSFFDT4004	Assess environmental impact of a design
MSFFM3011	Measure and draw site layout for manufactured furniture products
MSFID4001	Research, analyse and apply colour for interior spaces
MSFID4007	Identify materials, construction techniques and methods used in building interiors
MSFID5005	Explore and apply creative design principles to interior space
MSFKB3001	Identify processes in kitchen and bathroom projects
MSFKB3008	Identify cabinet construction and installation methods
MSFKB4003	Identify and document services required to support fitted furniture designs
MSFKB4006	Prepare quotation and contract documentation for design project
MSFKB4007	Design ancillary residential cabinetry

ELECTIVE UNITS

Select **seven (7)** units of competency:

- **two (2)** units must be chosen from **either** Group A **or** Group B
- **five (5)** units may be selected from Group A, B or C

Group A - Kitchen Specialisation

Unit code	Unit title
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Unit code	Unit title
MSFKB4001	Determine spatial planning considerations for kitchen designs
MSFKB4002	Research and recommend materials, components and finishes for kitchen designs

Group B - Bathroom Specialisation

Unit code	Unit title
MSFKB4004	Determine spatial planning considerations for bathroom design
MSFKB4005	Research and recommend materials, components and finishes for bathroom designs

Group C

Unit code	Unit title
BSBCRT401A	Articulate, present and debate ideas
BSBCUS402B	Address customer needs
BSBDES305A	Source and apply information on the history and theory of design
CUVDES405A	Research and apply techniques in spatial design
MEM16006A	Organise and communicate information
MSAENV472B	Implement and monitor environmentally sustainable work practices
MSAPMSUP390A	Use structured problem solving tools
MSFFM3009	Produce manual and computer-aided production drawings
MSFFT4007	Sample, inspect and test products to specifications
MSFFT4008	Interpret and use workplace information
MSFFT4009	Match furnishing style and materials to customer requirements
MSFID4003	Prepare a materials board for client presentation

Unit code	Unit title
MSFID4008	Assess interior light and recommend light fittings
MSFID4009	Research architectural styles and movements
MSFID4011	Determine work, health and safety (WHS) implications of interior effects
MSFKB3003	Check and measure fit of cabinets
MSFKB3007	Provide advice on cabinet design features
MSFKB4008	Determine layout for laundry components

Group D

Up to **three (3)** relevant units can be chosen from units not already selected from Group A, B or C or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate III level (maximum 1 unit), Certificate IV level (maximum 3 units) or Diploma level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group D must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF40609 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF40413 Certificate IV in Glass and Glazing

Modification History

Release 2 - One unit title corrected for MSF40407. Prerequisite for MSS404050A identified and included in elective Group D. No change in outcomes.

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform in a range of specialist and/or leadership roles, including sales, scheduling, design, production control and quality assurance functions, in a glass and glazing enterprise. This is a senior qualification with scope for entry from trade and non-trade backgrounds with relevant glass industry experience.

Leadership job roles include higher tradesperson (post-trade), factory-based leading hands/supervisors or site supervisors in glass processing, glazing or architectural glass functions in residential and commercial operations. The roles could include requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provision of leadership and guidance to others in the application and planning of glass and glazing skills. The qualification has elective options in sales and estimating, production planning, scheduling, stock control and procurement.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

This qualification may be accessed by direct entry and it is an industry expectation that it will be undertaken primarily by those who have completed the MSF30413 Certificate III in Glass and Glazing qualification or achieved equivalent industry experience.

Packaging Rules

To be awarded the MSF40413 Certificate IV in Glass and Glazing, competency must be achieved in **eighteen (18)** units of competency.

- **four (4)** core units of competency
- **fourteen (14)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **four (4)** units from this list.

Unit code	Unit title
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BSBMGT401A	Show leadership in the workplace
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BSBWHS401A	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
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MSAENV472B	Implement and monitor environmentally sustainable work practices
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MSFGG4001	Apply standards and codes of practice for the glass industry
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ELECTIVE UNITS

Select a minimum of **ten (10)** units from Groups A, B, C, D and E as specified below.

Group A – Sales and Estimating

Unit code	Unit title
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BSBCUS402B	Address customer needs
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BSBCUS501C	Manage quality customer service
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BSBPMG409A	Apply project scope management techniques
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BSBPRO401A	Develop product knowledge
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BSBSLS408A	Present, secure and support sales solutions
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CPCCBC4012B	Read and interpret plans and specifications
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MSFFT4012	Prepare a tender submission
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MSFGG4002	Use glass industry data systems
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MSS402031A	Interpret product costs in terms of customer requirements
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Group B – Production and Scheduling

Unit code	Unit title
CPCCBC4005A	Produce labour and material schedules for ordering
MSAPMSUP201A	Receive or despatch goods
MSFFT4007	Sample, inspect and test products to specifications
MSFFT4010	Identify and calculate production costs
MSFFT4011	Purchase materials and consumables
MSFGG4003	Manage glass industry production scheduling
TLIA4028A	Assess and monitor optimum stock levels
TLIA4032A	Organise transport of freight or goods

Group C - Technical

Unit code	Unit title
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM30031A	Operate computer-aided design (CAD) system to produce basic design elements
MSFDN4003	Produce patterns and templates
MSFDN5001	Generate and transfer complex computer-aided drawings and specifications
MSFFM3009	Produce manual and computer-aided production drawings
MSFGG4004	Perform laser measurement and levelling for glass windows and doors in buildings
MSFGG4005	Set up, configure, upgrade and troubleshoot glass and glazing plant and ancillary equipment
MSFGG4006	Operate complex glass industry control systems

MSFGG4007 Manage glass processing plant shutdown and re-start

Group D – Leading and Supervising

Unit code	Unit title
BSBWOR402A	Promote team effectiveness
ICPSU455C	Supervise and schedule the work of others
MSFGG4008	Undertake planning and coordination for commercial glazing installation operations
MSS403021A	Facilitate a Just in Time system
MSS404050A	Undertake process capability improvements*
MSS404052A	Apply statistics to operational processes
TAEDEL404A	Mentor in the workplace
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Group E

Up to **four (4)** relevant units can be chosen from other units not already selected from Groups A to D or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate III level (maximum 1 unit), Certificate IV level (maximum 4 units) or Diploma level (maximum 1 unit).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

No equivalent qualification

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF50113 Diploma of Stained Glass and Leadlighting

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform advanced design manufacture, repair and installation of stained glass and leadlighting, including heritage conservation. It reflects vocational outcomes for those performing design and manufacture of stained glass and leadlighting job roles, including heritage conservation. Work involves self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF50113 Diploma of Stained Glass and Leadlighting, competency must be achieved in **twenty-five (25)** units of competency.

- **eleven (11)** core units of competency
- **fourteen (14)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **eleven (11)** units from this list.

Unit code	Unit title
HLTAID003	Apply first aid

Unit code	Unit title
MEM05003B	Perform soft soldering
MSAENV272B	Participate in environmentally sustainable work practices
MSFGG2001	Use glass and glazing sector hand and power tools
MSFGG3001	Store and handle glass
MSFGG3014	Construct and repair leadlight panels
MSFGG4001	Apply standards and codes of practice for the glass industry
MSFSL2001	Assemble leadlight and stained glass components
MSFSL3002	Protect stained glass and leadlighting
MSFSL3003	Fabricate and install residential leadlight and stained glass windows and doors
MSFSL3004	Prepare and install architectural engineered leadlight and stained glass

ELECTIVE UNITS

Select **fourteen (14)** units from Groups A, B, C and D as specified below.

Group A

At least **one (1)** unit must be selected from Group A.

Unit code	Unit title
MSFSL5001	Assess conservation requirements
MSFSL5002	Remove heritage leadlight and stained glass
MSFSL5003	Conserve heritage leadlight and stained glass
MSFSL5004	Install heritage leadlight and stained glass
MSFSL5005	Apply innovation in contemporary leadlight and stained glass

Group B

At least **four (4)** units must be selected from Group B.

Unit code	Unit title
CULMS010B	Contribute to the preservation of cultural material
CUVACD301A	Produce drawings to communicate ideas
CUVCAL401A	Experiment with techniques to produce calligraphy
CUVDES405A	Research and apply techniques in spatial design
CUVGRD401A	Research and apply graphic design techniques
CUVICS04B	Originate and develop a concept
CUVPRP405A	Develop and discuss ideas for own creative work
MSFDN4001	Produce drawings from design concepts
MSFDN4002	Produce line and component production drawings
MSFDN4003	Produce patterns and templates
MSFDN5001	Generate and transfer complex computer-aided drawings and specifications

Group C

At least **four (4)** units must be selected from Group C.

Unit code	Unit title
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405B	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team
MSAENV472B	Implement and monitor environmentally sustainable work practices

Group D

Up to **five (5)** relevant units may be chosen from units in Groups A, B and C not already selected, or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate IV level (maximum 2 units), Diploma level (maximum 5 units) or Advanced Diploma level (maximum 3 units).

Units selected from other Training Packages and accredited courses via Group D must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF50311 Diploma of Stained Glass and Lead Lighting.
Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF50213 Diploma of Interior Design and Decoration

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required to perform design and decoration advice for building interiors. Design and decoration at this level covers the development of complete decorative schemes for the effective use of residential and commercial or institutional interior spaces, working with a client brief and within project parameters. It may also include specialist design areas, such as facilities for people with disabilities and the aged. Vocational outcomes include:

- self-employment as an interior decorator, colour consultant or interior stylist
- in-house interior designer or decorator for design and decoration consultancies, furniture, furnishings and fabric suppliers, furnishing departments of retail stores or shop fitters.

This qualification is typically used to develop a breadth, depth and complexity of skills and knowledge covering furnishings, finishes and aesthetic presentation to meet the purpose, efficiency and comfort of the space and encourage the principles of environmental sustainability. It covers a detailed understanding of the application and effect of colour and pattern in interior space and the application of historic furnishing styles and their relationship to architectural periods and heritage projects to provide a full range of decoration services, consultation and design advice, including:

- researching and analysing the client's goals and requirements
- planning, arranging and styling the space, and preparing detailed client presentations
- selecting and specifying colour schemes, furniture, fabrics and fixtures, including layouts and detailed specifications
- preparing design documentation for specialty floor coverings, fabrics and wall finishes
- working with builders, architects and service contractors to advise on changes to the interior structure
- producing documentation for shop fitters, cabinet makers, furniture suppliers and materials suppliers
- preparing documentation for power and communications locations, reflected ceiling plans and lighting designs that reflect an understanding of basic building protocols
- providing contract documentation for the pricing, procurement and installation of materials and furniture
- organising the purchasing of materials, accessories, artwork and furnishings
- contracting and supervising tradespeople required to implement a project.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Work may require access to construction sites and require construction induction training and certification covered by the unit *CPCCOHS1001A Work safely in the construction industry*. Local regulations should also be checked for requirements.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF50213 Diploma of Interior Design and Decoration, competency must be achieved in **twenty-nine (29)** units of competency.

- **ten (10)** core units of competency
- **nineteen (19)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **ten (10)** units from this list.

Unit code	Unit title
BSBDES302A	Explore and apply the creative design process to 2D forms
BSBDES303A	Explore and apply the creative design process to 3D forms
BSBDES502A	Establish, negotiate and refine a design brief
CUVACD301A	Produce drawings to communicate ideas
CUVACD303A	Produce technical drawings
MSAENV272B	Participate in environmentally sustainable work practices
MSFID4001	Research, analyse and apply colour for interior spaces
MSFID4002	Decorate residential interiors

MSFID4011	Determine work, health and safety (WHS) implications of interior effects
MSFID5003	Evaluate site for interior design brief

ELECTIVE UNITS

Select **nineteen (19)** units from Groups A, B, C and D as specified below.

Group A

Select **one (1)** unit from Group A.

Unit code	Unit title
MSFID5001	Design residential interiors
MSFID5002	Develop a decoration proposal for a complex site

Group B

Select a minimum of **five (5)** units from Group B.

Unit code	Unit title	Prerequisites
CPCCBBC4037A	Prepare drawing for heritage works	
BSBCRT501A	Originate and develop concepts	
BSBDES304A	Source and apply design industry knowledge	
BSBPMG522A	Undertake project work	
CUFANM303A	Create digital 3D models	
CUFDIG507A	Design digital simulations	
MSFFDT5003	Develop self as a furniture designer	
MSFID5004	Specify structural elements, systems and services for interior spaces	*
MSFID5005	Explore and apply creative design methodology to interior space	

Unit code	Unit title	Prerequisites
MSFID5006	Design interior lighting	*
MSFID5007	Decorate for events	
MSFID5008	Design for people with disabilities and the elderly	
MSFID5009	Research and recommend colour and applied finishes	
MSFID5010	Provide interior styling service	
MSFID5011	Specify soft furnishings for complete interior solution	
MSFID5012	Research and recommend artwork	
MSFID5013	Design for small to medium scale commercial or institutional interiors	
MSFID5014	Use CAD applications to complete models and documentation for interior design projects	
MSFID5015	Decorate interiors for restoration projects	
MSS015002A	Develop strategies for more sustainable use of resources	
SIRRMER512	Produce perspective drawings, plans and elevations	
SIRRMER020A	Create and implement exhibition space	

Group C

Select a minimum of **eight (8)** units from Group C.

Unit code	Unit title
BSBCRT401A	Articulate, present and debate ideas
BSBCRT402A	Collaborate in a creative process
BSBDES301A	Explore the use of colour
BSBDES305A	Source and apply information on the history and theory of design
BSBDES401A	Generate design solutions
BSBDES403A	Develop and extend design skills and practice

BSBMGT402A	Implement operational plan
BSBSMB405B	Monitor and manage small business operations
BSBWOR204A	Use business technology
CPCCOHS1001A	Work safely in the construction industry
CUFDIG303A	Produce and prepare photo images
CUFDIG304A	Create visual design components
CUVACD302A	Produce computer-aided drawings
CUVDES405A	Research and apply techniques in spatial design
CUVILL401A	Research and apply techniques for illustrative work
MEM16006A	Organise and communicate information
MSAENV472B	Implement and monitor environmentally sustainable work practices
MSFDN4001	Produce drawings from design concepts
MSFFDT4012	Research furniture styles and movements
MSFID3001	Source and specify decoration products
MSFID4003	Prepare a materials board for client presentation
MSFID4004	Research and recommend furniture and accessories
MSFID4005	Research and recommend soft furnishings for interiors
MSFID4006	Research and recommend hard materials and finishes for interiors
MSFID4007	Identify materials, construction techniques and methods used in building interiors
MSFID4008	Assess interior light and recommend light fittings
MSFID4009	Research architectural styles and movements
MSFID4010	Research interior decoration and design influences

Group D

Up to **five (5)** relevant units can be chosen from other units not already selected from Groups A, B and C, or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate IV level (maximum 2 units), Diploma level (maximum 5 units) or Advanced Diploma level (maximum 2 units).

Units selected from other Training Packages and accredited courses via Group D must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF50408 Diploma of Interior Design and Decoration. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF50313 Diploma of Furniture Design and Technology

Modification History

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required where the design of furniture and the application of the design into a finished furniture product is the central focus. This qualification reflects two primary occupational outcomes in the areas of furniture design and technology - with a potential to focus on skills required to design and produce furniture for custom or volume production.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF50313 Diploma of Furniture Design and Technology, competency must be achieved in **twenty-three (23)** units of competency.

- **five (5)** core units of competency
- **eighteen (18)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **five (5)** units from this list.

Unit code	Unit title
MSAENV472B	Implement and monitor environmentally sustainable work practices

Unit code	Unit title
MSFFDT4011	Research and select furniture materials and technology
MSFFDT4012	Research furniture styles and movements
MSFFDT5003	Develop self as a furniture designer
MSFFDT5010	Evaluate furniture design proposals and concepts

ELECTIVE UNITS

Select **eighteen (18)** units from Groups A, B or C as specified below.

Group A

Select at least **eight (8)** units from Group A, including a minimum of **five (5)** units coded MSF*****

Unit code	Unit title	Prerequisites
BSBCRT501A	Originate and develop concepts	
BSBDES403A	Develop and extend design skills and practice	
BSBDES502A	Establish, negotiate and refine a design brief	
BSBDES601A	Manage design realisation	
BSBMKG501B	Evaluate marketing opportunities	
BSBPMG522A	Undertake project work	
CUFANM303A	Create digital 3D models	
MSFFDT4006	Determine work health and safety (WHS) implications of designs	
MSFFDT5001	Apply ergonomics, anthropometrics and proxemic considerations to a product	
MSFFDT5002	Assess and resolve technical integrity of a design	
MSFFDT5004	Construct custom furniture using advanced techniques	
MSFFDT5005	Design a batch or limited production item of furniture	

MSFFDT5006	Design a furniture product using high volume technology services (HVTs) in production	
MSFFDT5007	Design a one-off item of furniture	
MSFFDT5008	Research and recommend alternative manufacturing processes	
MSFFDT5009	Research and recommend machine technology	
MSFFDT5011	Assess economic impact of a design	
MSFFDT5012	Design for mass production	
MSFFDT5013	Evaluate and participate in design industry networks	
MSFFDT5014	Investigate legal requirements for design	
MSFFDT5015	Work collaboratively on a design project	
MSFFT5001	Evaluate and select production materials and equipment	
MSFFT5004	Develop and document procedures and specifications	
MSFFT5008	Develop, trial and evaluate prototypes	
MSFFT5009	Determine production feasibility of designs	
MSS015002A	Develop strategies for more sustainable use of resources	
MSS402030A	Apply cost factors to work practices	
MSS404050A	Undertake process capability improvements	*
MSS404052A	Apply statistics to processes in manufacturing	
MSS405031A	Undertake value analysis of product costs in terms of customer requirements	

Group B

Select at least **four (4)** units from Group B. A minimum of **two (2)** units must be units coded MSF*****

Unit code	Unit title	Prerequisites
BSBCRT401A	Articulate, present and debate ideas	
BSBCRT402A	Collaborate in a creative process	
BSBINM501A	Manage an information or knowledge management system	
BSBWHS504A	Manage WHS hazards and risks	
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	*
MEM30024A	Participate in quality assurance techniques	*
MEM30031A	Operate computer-aided design (CAD) system to produce basic design elements	
MEM30033A	Use computer-aided design (CAD) to create and display 3-D models	*
MSFDN5001	Generate and transfer complex computer-aided drawings and specifications	
MSFFT5002	Establish and develop production processes and area layout	
MSFFT5003	Manage installation and commissioning of equipment	
MSFFT5005	Organise enterprise maintenance programs	
MSFFT5006	Plan production	
MSFFT5007	Optimise computer numerically controlled (CNC) operations	
MSFFT5010	Develop products and related processes	
PSPPROC506A	Plan to manage a contract	

Unit code	Unit title	Prerequisites
PSPPROC503B	Manage contract performance	

Group C

Up to **six (6)** relevant units can be chosen from other units not already selected from Groups A and B, or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate IV level (maximum 2 units), Diploma level (maximum 6 units) or Advanced Diploma level (maximum 2 units).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF50508 Diploma of Furniture Design and Technology and LMF50202 Diploma of Furnishing Technology. Outcomes are not equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSF60113 Advanced Diploma of Interior Design

Modification History

Release 2 - Unit title for MSFID6001 corrected. No change in outcomes.

Release 1 - New qualification

Qualification Description

This qualification describes the skills and knowledge required for creative and technical solutions for built interior environments. Interior design at this level covers the planning and detailing of complex residential, commercial and institutional design projects with an emphasis on space creation, space planning and the factors that affect peoples' responses to living and working environments. It may also include specialist design areas, such as facilities for people with disabilities, institutional design, exhibitions, the aged and adaptive re-use projects. Vocational outcomes include interior designers for interior design and architectural practices, self-employed design consultants, design project administrators and design managers. Work involves using 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 specified functions. Accountability and responsibility for self and others in achieving outcomes is involved.

This qualification is typically used to develop a breadth, depth and complexity of skills and knowledge for interior design processes which follow a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process, and knowledge of the principles of interior design and building technologies. Designs must meet the purpose, efficiency, comfort, safety and aesthetic requirements of interior spaces, adhere to regulatory requirements and encourage the principles of environmental sustainability.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Work may require access to construction sites and require construction induction training and certification covered by the unit *CPCCOHS1001A Work safely in the construction industry*. Local regulations should also be checked for requirements.

Entry Requirements

Not applicable

Packaging Rules

To be awarded the MSF60113 Advanced Diploma of Interior Design, competency must be achieved in **thirty-nine (39)** units of competency.

- **fourteen (14)** core units of competency
- **twenty-five (25)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **fourteen (14)** units from this list.

Unit code	Unit title
BSBDES302A	Explore and apply the creative design process to 2D forms
BSBDES303A	Explore and apply the creative design process to 3D forms
BSBDES502A	Establish, negotiate and refine a design brief
BSBDES601A	Manage design realisation
CUVACD301A	Produce drawings to communicate ideas
CUVACD303A	Produce technical drawings
MSAENV272B	Participate in environmentally sustainable work practices
MSFID4001	Research, analyse and apply colour for interior spaces
MSFID4011	Determine work, health and safety (WHS) implications of interior effects
MSFID5001	Design residential interiors
MSFID5003	Evaluate site for interior design brief
MSFID5013	Design for small to medium scale commercial or institutional interiors
MSFID6001	Resolve complex spatial design problems through modelling
MSFID6002	Apply 3-D visualisation techniques to represent interior designs

ELECTIVE UNITS

Select **twenty-five (25)** units from Groups A, B, C and D as specified below.

Group A

Select at least **five (5)** units from Group A.

Unit code	Unit title	Prerequisites
BSBDES602A	Research global design trends	
CUFANM302A	Create 3D animations	
CUFANM502A	Create digital 3D environments	
MSFFDT5013	Evaluate and participate in design industry networks	
MSFFDT5014	Investigate legal requirements for design	
MSFID5002	Develop a decoration proposal for a complex site	
MSFID6003	Design for large scale commercial or institutional interiors	
MSFID6004	Design interiors for hospitality environments	
MSFID6005	Design for retail interiors	
MSFID6006	Design for conservation and restoration projects	
MSFID6007	Select and instruct contractors and consultants	
MSFID6008	Evaluate design project outcomes	
MSFID6009	Produce digital presentations for commercial projects	*

Group B

Select at least **six (6)** units from Group B.

Unit code	Unit title	Prerequisites
BSBCRT501A	Originate and develop concepts	
BSBDES304A	Source and apply design industry knowledge	

Unit code	Unit title	Prerequisites
BSBPMG522A	Undertake project work	
CPCCBC4037A	Prepare drawing for heritage works	
CUFANM303A	Create digital 3D models	
CUFDIG507A	Design digital simulations	
MSFFDT5003	Develop self as a furniture designer	
MSFID5004	Specify structural elements, systems and services for interior spaces	*
MSFID5005	Explore and apply creative design methodology to interior space	
MSFID5006	Design interior lighting	*
MSFID5007	Decorate for events	
MSFID5008	Design for people with disabilities and the elderly	
MSFID5009	Research and recommend colour and applied finishes	
MSFID5010	Provide interior styling service	
MSFID5011	Specify soft furnishings for complete interior solution	
MSFID5012	Research and recommend artwork	
MSFID5014	Use CAD applications to complete models and documentation for interior design projects	
MSFID5015	Decorate interiors for restoration projects	
MSS015002A	Develop strategies for more sustainable use of resources	
SIRRMER020A	Create and implement exhibition space	
SIRRMER512	Produce perspective drawings, plans and elevations	

Group C

Select at least **seven (7)** units from Group C.

Unit code	Unit title
BSBCRT401A	Articulate, present and debate ideas
BSBCRT402A	Collaborate in a creative process
BSBDES301A	Explore the use of colour
BSBDES305A	Source and apply information on the history and theory of design
BSBDES401A	Generate design solutions
BSBDES403A	Develop and extend design skills and practice
BSBMGT402A	Implement operational plan
BSBSMB405B	Monitor and manage small business operations
BSBWOR204A	Use business technology
CPCCOHS1001A	Work safely in the construction industry
CUFDIG303A	Produce and prepare photo images
CUFDIG304A	Create visual design components
CUVACD302A	Produce computer-aided drawings
CUVILL401A	Research and apply techniques for illustrative work
CUVDES405A	Research and apply techniques in spatial design
MSFID3001	Source and specify decoration products
MSFID4003	Prepare a materials board for client presentation
MSFID4004	Research and recommend furniture and accessories
MSFID4005	Research and recommend soft furnishings for interiors
MSFID4006	Research and recommend hard materials and finishes for interiors
MSFID4007	Identify materials, construction techniques and methods used in building interiors
MSFID4008	Assess interior light and recommend light fittings
MSFID4009	Research architectural styles and movements

Unit code	Unit title
MSFID4010	Research interior decoration and design influences
MEM16006A	Organise and communicate information
MSAENV672B	Develop workplace policy and procedures for sustainability

Group D

Up to **seven (7)** relevant units can be chosen from other units not already selected from Groups A, B and C; units available in this Training Package; other endorsed Training Packages and accredited courses. Those units must be aligned at Diploma level (maximum 3 units) or Advanced Diploma level (maximum 7 units).

Units selected from other Training Packages and accredited courses via Group D must be relevant to the qualification outcome and not duplicate units available within this qualification.

Qualification Mapping Information

Supersedes and is based on LMF60208 Advanced Diploma of Interior Design. Outcomes are equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

AHCLSC308A Install metal structures and features

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of installing metal structures and features as a component of landscape project works and defines the standard required to: plan and set out a site for the installation; prepare and cut metal components; assemble and erect structure; check quality of work and clean up site.
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Application of the Unit

Application of the unit	This unit applies to the installation of metal structures and features as a component of landscape project works.
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare work	<p>1.1.Plans and specifications are interpreted and clarified with the supervisor.</p> <p>1.2.The quantity and quality of materials are checked to ensure they conform to design drawings and specifications.</p> <p>1.3.Tools and equipment are selected and checked for serviceability according to enterprise guidelines.</p> <p>1.4.Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented.</p> <p>1.5.Environmental implications of installing metal structures are identified and reported to the supervisor.</p>
2. Set out the site for the structure	<p>2.1.Services are determined and located from site plans.</p> <p>2.2.The position of the structure or feature is marked out according to design drawings and specifications.</p> <p>2.3.Profiles are established to conform to the tolerances nominated within the design drawings and specifications.</p> <p>2.4.Footings are excavated and prepared according to the type of structure or feature to be installed.</p>
3. Prepare and cut metal components	<p>3.1.Components are laid out ready for assembly to the requirements contained in the design drawings and specifications.</p> <p>3.2.The length of components and the positions of joins are marked out according to designated specifications in design drawings.</p> <p>3.3.Cutting tools are selected, used and maintained</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>according to manufacturer's recommendations and OHS specifications.</p> <p>3.4. Components are cut and joined in preparation for assembly.</p>
4. Assemble and erect structure	<p>4.1. Metal components are assembled into position and fixed into place according to design drawings and specifications.</p> <p>4.2. Remaining components are installed and fixed into position according to design drawings and specifications.</p> <p>4.3. Structure is finished off to ensure all components are secure and complete.</p> <p>4.4. Coatings are applied according to specifications, manufacturer's recommendations and OHS guidelines.</p>
5. Check quality of work and clean up site	<p>5.1. Quality of finished work is inspected to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications.</p> <p>5.2. Debris is cleaned from structure and site according to enterprise guidelines.</p> <p>5.3. Waste material is disposed of in an environmentally aware and sensitive manner.</p> <p>5.4. Unused metal components are stored for future re-use according to enterprise guidelines.</p> <p>5.5. Tools and equipment are cleaned and stored according to enterprise guidelines.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- measure and mark lengths of metal components accurately
- join and cut metal components using different techniques and methods
- use some surveyor's instruments
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible

REQUIRED SKILLS AND KNOWLEDGE

- information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
 - use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- surveying principles and techniques
- the correct use of hand and power tools and other OHS requirements associated with installing structures and features
- comparative environmental implications associated with excavation and construction activity.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- plan and set out a site for the installation
- prepare and cut metal components
- assemble and erect structure
- check quality of work and clean up site.

Context of and specific resources for assessment

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole.

Installation may include:

- fences
- handrails
- screens
- seats
- bollards
- playground equipment
- rubbish bins
- plant surrounds
- sculptures
- other ornamental features.

Unit Sector(s)

Unit sector	Landscape
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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BSBADM311A Maintain business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their maintenance to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Advise on resource requirements	<p>1.1. Calculate estimates of future and present <i>business resource needs</i> in accordance with <i>organisational requirements</i></p> <p>1.2. Ensure advice is clear, concise and relevant to achievement of organisational requirements</p> <p>1.3. Provide information on the most economical and effective choice of equipment, materials and suppliers</p> <p>1.4. Identify resource shortages and possible impact on operations</p>
2. Monitor resource usage and maintenance	<p>2.1. Ensure resource handling is in accordance with established organisational requirements including <i>occupational health and safety requirements</i></p> <p>2.2. Use <i>business technology</i> to monitor and identify the effective use of resources</p> <p>2.3. Use consultation with individuals and teams to facilitate effective decision making on the appropriate allocation of resources</p> <p>2.4. Identify and adhere to relevant <i>policies regarding resource use</i> in the performance of operational tasks</p> <p>2.5. Routinely monitor and compare resource usage with estimated requirements in budget plans</p>
3. Acquire resources	3.1. Ensure acquisition and storage of resources is in

ELEMENT	PERFORMANCE CRITERIA
	<p>accordance with organisational requirements, is cost effective and consistent with organisational timelines</p> <p>3.2. Acquire resources within available time lines to meet identified requirements</p> <p>3.3. Review <i>resource acquisition processes</i> to identify improvements in future resource acquisitions</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand organisation's policies and procedures; to write simple instructions for a particular routine task
- evaluation skills to diagnose faults and to monitor resource usage
- problem-solving skills to determine appropriate fault repair actions
- numeracy skills to calculate resource expenditure
- technology skills to select and use technology appropriate to a task.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational resource acquisition policies, plans and procedures
- functions of a range of business equipment
- organisational procedures for record keeping/filing systems, security and safe recording practices.

Evidence Guide

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> collecting and recording data on resource use observing resource use over defined and operational timeframes carrying out routine maintenance knowledge of organisational resource acquisition policies, plans and procedures.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of documentation estimating future and present business resource needs analysis of responses to case studies and scenarios demonstration of techniques oral or written questioning to assess knowledge of equipment maintenance procedures review of information provided on the most economical and effective choice of equipment, materials and suppliers evaluation of documentation reviewing resource acquisition processes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other general administration units.

Range Statement

RANGE STATEMENT

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.

<i>Business resources</i> may include:	<ul style="list-style-type: none"> • equipment • facilities • human resources • raw materials • software • stock and supplies
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturer's and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • security and confidentiality requirements
<i>Occupational health and safety requirements</i> may include:	<ul style="list-style-type: none"> • decision making delegations • equipment use • first aid kit • medical attention • reporting requirements • site access
<i>Business technology</i> may include:	<ul style="list-style-type: none"> • computer applications • computers • modems • personal schedules • photocopiers
<i>Policies regarding resource use</i>	<ul style="list-style-type: none"> • budgeting limits

RANGE STATEMENT	
may include:	<ul style="list-style-type: none"> • ordering procedures • purchasing authorities • recruitment and personnel • time management • transport/travel policies
<i>Resource acquisition processes</i> may include:	<ul style="list-style-type: none"> • contracted supplier ordering • internal approvals • non-tendered processes • periodic forecasts • tendered processes

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBCCO304C Provide sales solutions to customers

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i></p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Escalation of contact incorporated in range statement.</p> <p>Replaces BSBCCO304B Provide sales solutions to customers.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process sales enquiries requiring complex solutions and to follow up to ensure customer satisfaction.

Competence in this unit requires effective customer service and sales skills, and the provision of the required levels of sales support for customers. It may involve performing credit checks and using systems and technology at varying levels.

Application of the Unit

This unit applies in inbound and outbound customer contact environments where sales are an element of the role.

The work is undertaken with some supervision and guidance.

Sales may include up-sell or cross-sell activities, as well as new sales or retention activities, such as re-contracting or applying loyalty programs.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Identify customer needs	1.1 Question customers in detail and listen actively to determine product and service requirements 1.2 Verify and agree customer needs with the customer 1.3 Access existing customer records and offer technical and specialist advice to customer, where such advice is considered beneficial to the closing of the sale and customer understanding and decision making 1.4 Identify customer's financial limitations 1.5 Discuss estimates and quotes with team and specialist staff if necessary, prior to submission to customer
2. Respond to customer needs	2.1 Prepare, present and discuss estimates and quotes with customer, as the role permits 2.2 Explain fully benefits of the various options and pricing structures to the customer 2.3 Give customer the opportunity to question options and quotes provided 2.4 Promote advantages of dealing with the organisation 2.5 Manage customer objections effectively by promoting specific benefits
3. Close sales	3.1 Agree on product or service to be purchased with the customer 3.2 Establish customer's preferred purchase and payment arrangements 3.3 Finalise documentation relating to sale and forward to customer

	for agreement and signature 3.4 Negotiate and arrange payment method with customer 3.5 Conduct appropriate credit checks 3.6 Clearly record delivery/installation arrangements as agreed with customer 3.7 Comply with relevant legislation, codes, regulations and standards during the contact and sale
4. Input sales records	4.1 Fully record details of sale 4.2 Amend existing customer records where appropriate 4.3 Initiate invoices according to organisational policy 4.4 Organise delivery/installation according to organisational policy
5. Provide sales support where required	5.1 Verify customer satisfaction after delivery/installation 5.2 Identify additional action to satisfy customer needs 5.3 Initiate action in an efficient and timely manner

Required Skills and Knowledge

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

Required skills

- communication skills to communicate with internal and external customers
- customer service and sales skills to operate within sales environment
- literacy skills to clearly articulate information and advice
- negotiation skills to work with difficult contacts or situations
- numeracy skills to accurately analyse and validate data
- planning and organising skills to manage own tasks within required timeframes
- problem-solving skills to apply a range of problem-solving strategies
- self-management skills to:
 - comply with policies and procedures
 - evaluate and monitor own performance
 - have confidence in own ideas
 - seek learning and development opportunities
 - work in a team environment.

Required knowledge

- estimate and quote procedures
- marketing and sales principles and practices
- organisational pricing policies
- organisational protocols associated with customer service and sales
- statutory, regulatory and legislative requirements relating to providing sales solutions to customers.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • match product or service to customer need • clearly explain prices relating to product or service offered • apply appropriate credit checks • arrange customer payments • reach agreement with customers as to payment and delivery arrangements • record sales, payments and delivery arrangements.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • relevant standards, guidelines and legislation • workplace information and data • relevant resources • work environment or simulated customer contact centre to observe interaction with customers.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • direct observation of interaction with customers • review of record of sale and customer satisfaction • review of agreed payment methods and credit checks • oral and/or written questioning to assess knowledge of security and operational systems and organisational requirements.

Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBCCO301B Use multiple information systems • BSBCUS301B Deliver and monitor a service to customers.
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Range Statement

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.

<i>Product and service requirements</i> may include:	<ul style="list-style-type: none"> • different products or services that meet customer needs, which may include: <ul style="list-style-type: none"> • pricing differentials • product models • product or service mixes • product or service types.
<i>Technical and specialist advice</i> may include:	<ul style="list-style-type: none"> • discussion with: <ul style="list-style-type: none"> • product or service specialists • product or service providers • marketing staff • escalation of contact to: <ul style="list-style-type: none"> • product or service specialists • product or service providers • marketing staff.
<i>Sale</i> may include:	<ul style="list-style-type: none"> • amendments to previous sale arrangements • product or service • purchase provision • variation to existing product or service • upgrade of current product or service.
<i>Purchase and payment arrangements</i> may include:	<ul style="list-style-type: none"> • cash • cheque • credit card • direct debit • money order • payment on delivery.

<i>Credit checks</i> may be:	<ul style="list-style-type: none">• automated• undertaken by sales person or by specialist staff within the organisation.
<i>Relevant legislation, codes, regulations and standards</i> may include:	<ul style="list-style-type: none">• Consumer Credit Code• equal employment opportunity and anti-discrimination legislation• Privacy Act• Telecommunications Act• Trade Practices Act/Competition and Consumer Act

Unit Sector(s)

Stakeholder relations – contact centre operations

Custom Content Section

Not applicable.

BSBCMM301B Process customer complaints

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCMM301A Process customer complaints</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers. Operators may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.

Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various customer service contexts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Respond to complaints	<p>1.1 Process <i>customer complaints</i> using <i>effective communication</i> according to organisational procedures established under organisational policies, legislation or codes of practice</p> <p>1.2 Obtain, <i>document and review reports relating to customer complaints</i></p> <p>1.3 Make decisions about customer complaints, taking into account applicable legislation, organisational policies and codes</p> <p>1.4 Negotiate resolution of the complaint and obtain agreement where possible</p> <p>1.5 Maintain a register of complaints/disputes</p> <p>1.6 Inform customer of the outcome of the investigation</p>
2. Refer complaints	<p>2.1 Identify complaints that require referral to other personnel or external bodies</p> <p>2.2 Make <i>referrals</i> to appropriate personnel for follow-up in accordance with individual level of responsibility</p> <p>2.3 Forward all documents and investigation reports</p> <p>2.4 Follow-up appropriate personnel to gain prompt decisions</p>
3. Exercise judgement to resolve customer service issues	<p>3.1 Identify implications of issues for customer and organisation</p> <p>3.2 Analyse, explain and negotiate appropriate options for resolution with customer</p> <p>3.3 Propose viable options in accordance with appropriate legislative requirements and enterprise policies</p> <p>3.4 Ensure matters for which a solution cannot be negotiated are referred to appropriate personnel</p>

Required Skills and Knowledge

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

Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to:
 - interpret customer complaints
 - monitor and advise on customer service strategies and resolutions
- communication skills to:
 - people with diverse abilities
 - relate to people from culturally diverse backgrounds
- literacy skills to:
 - edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
 - prepare general information and papers according to target audience
 - read and understand a variety of texts
- problem-solving skills to:
 - apply organisational procedures to a range of situations
 - deal with customer enquiries or complaints
 - exercise judgement in this application
- self-management skills to:
 - comply with policies and procedures
 - consistently evaluate and monitor own performance
 - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- importance of good communication skills and the individual's role in processing customer complaints
- organisational procedures and standards for processing complaints and recommending appropriate action.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying judgement in the application of industry and/or organisational procedures • working with customer complaints • knowledge of organisational procedures and standards for processing complaints.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints • examples of documents relating to customer complaints policies and procedures.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of individual's role in processing customer complaints • review of documentation outlining necessary reports relating to customer complaints • review of complaints/disputes register.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Customers</i> may include:	<ul style="list-style-type: none"> customers with routine or specific requests internal or external customers people from a range of social, cultural or ethnic backgrounds people who may be unwell, drug affected or emotionally distressed people with varying physical and mental abilities regular and new customers.
<i>Complaints</i> may include:	<ul style="list-style-type: none"> different types of severity, formality and sources scenarios where external bodies such as police are required straightforward customer dissatisfaction level of documentation required.
<i>Effective communication</i> may include:	<ul style="list-style-type: none"> giving customers full attention maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate speaking clearly and concisely using appropriate language and tone of voice using clear written information/communication using appropriate non-verbal communication (body language) personal presentation (for face-to-face interactions).
<i>Document and review reports relating to customer complaints</i> may include:	<ul style="list-style-type: none"> completing forms and written reports using audio-visual tapes using computer-based systems.
<i>Referrals</i> may include:	<ul style="list-style-type: none"> external bodies: <ul style="list-style-type: none"> Ombudsman Independent Commission Against Corruption (ICAC) police relevant superiors in the organisational hierarchy.

Unit Sector(s)

Communication – Interpersonal Communication

Custom Content Section

Not applicable.

BSBCRT401A Articulate, present and debate ideas

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to articulate, present and debate ideas.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who need to present and debate ideas in a work or broader life context.</p> <p>While the unit shares some similarities with units such as BSBCMM401A Make a presentation or BSBRES401A Analyse and present research information, the focus is quite different.</p> <p>This unit focuses on the creative ways in which ideas can be presented to provoke response, reaction and critical debate. Risk taking, storytelling and participation in critical debate are key features of the unit. Ideas might be quite complex in nature and relate to new products, services, creative works or new ways of doing things.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units		

Employability Skills Information

Employability skills	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. Analyse ideas for communication to others	1.1. Distil <i>key themes, messages and positions</i> to aid in clarity of thought and presentation 1.2. Reflect on <i>different ways of communicating ideas</i> for different purposes and to different people 1.3. Identify the enabling skills and attributes of <i>individuals</i> who can effectively participate in discussions about ideas
2. Provoke response and reaction	2.1. Explore and use <i>different techniques to engage, fascinate and involve others</i> in the process of communication and exchange 2.2. Explore the ways that storytelling can be used to communicate ideas 2.3. Create <i>innovative approaches to different communication challenges</i> 2.4. Be prepared to take <i>risks</i> in the way ideas are

ELEMENT	PERFORMANCE CRITERIA
	presented 2.5. Identify <i>specific ways to provoke and encourage response</i> in particular individuals or groups
3. Debate and discuss ideas	3.1. Present and argue <i>substantiated positions</i> on ideas 3.2. Be open to critical analysis of own ideas and to the ideas of others 3.3. Identify and participate in conversations that challenge and explore different concepts and approaches, and generate new ideas 3.4. Respond to questions about ideas with confidence and relevant information 3.5. Reflect on and appraise the views of others, and use to refine ideas and to embrace new ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to present ideas in ways that engage and provoke response, and to debate and discuss potentially complex concepts
- creative thinking skills to develop responses and new ideas in response to feedback
- learning and self-management skills to actively seek feedback and to learn from others
- literacy skills to develop and interpret information dealing with complex ideas.

Required knowledge

- creative and different ways of expressing and communicating ideas, and of making an opportunity pitch
- different ways in which individuals receive and respond to ideas and information, and what influences their response
- nature and role of risk taking in the presentation and debate of ideas
- role of storytelling in communicating ideas and key storytelling techniques
- techniques to tailor comments to particular audiences.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> creative and articulate presentations that provoke interest and response active and confident participation in critical debate and discussion of ideas.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> presentations to others about ideas discussion and debate with others about ideas.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate direct observation of candidate participation in presentations and debates evaluation of candidate's skills in responding to new and different communication situations evaluation of candidate telling a story, making a pitch or presenting ideas to complete strangers in 'different' environments (e.g. in a restaurant, in the corridor, on a bus, in a lift).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
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

RANGE STATEMENT

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.

Key themes, messages and positions may relate to:

- essence of the idea
- influences on the idea
- relationship of idea to established tradition or practice
- relationship of idea to new and emerging technology
- problems and challenges with the idea
- reasons why the idea should be supported
- selling a creative team
- selling creative ideas
- selling self as a creative person
- way the idea was developed
- who had developed the idea and why

Different ways of communicating ideas may be:

- aural
- group presentation/pitch
- in a forum
- in elevators
- one-on-one discussion
- on planes
- oral
- remote (e.g. video conferencing)
- visual

Individuals may be:

- colleagues
- community members
- friends
- gallery owners
- interviewers (media)
- investors
- mentors
- panels
- peers
- students
- supervisors or managers

Different techniques to engage, fascinate and involve others may include:

- blogging
- media releases
- multimedia presentations
- music

RANGE STATEMENT	
	<ul style="list-style-type: none"> • photography • storytelling • viral marketing • visual depictions
<i>Innovative approaches to communication challenges</i> may involve ability to:	<ul style="list-style-type: none"> • get across all key messages in a short time • present on unfamiliar topic • respond to impromptu situations • structure information quickly and effectively
<i>Specific ways to provoke and encourage response</i> may include:	<ul style="list-style-type: none"> • use of engaging objects to explain idea
<i>Risks</i> may involve:	<ul style="list-style-type: none"> • acknowledging own limits and difficulties • asking for help • breaking out of accepted norms • divulging personal information or vulnerabilities • failing and learning from it • incorporating humour • taking a fun approach with a potentially serious audience
<i>Substantiated positions</i> may be positions which are:	<ul style="list-style-type: none"> • grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others (e.g. peer review) • supported by relevant information

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Creative Thinking
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Co-requisite units

Co-requisite units		

BSBCRT402A Collaborate in a creative process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to collaborate in a creative process.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who participate in a collaborative creative process in a work or broader life context. It is relevant to individuals who are involved in what is traditionally considered creative endeavour but is also very important in broader business and community activities where creative team effort is highly valued.</p> <p>The unit focuses on effective engagement in a collaborative process, underpinned by a commitment to trust and ethics as a key feature of collaborative creative effort.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Enter into a collaborative creative process	<p>1.1. Adopt a <i>personal philosophy of trustworthy and ethical behaviour</i></p> <p>1.2. Maximise the possibilities of sustaining creative partnerships through trustworthy and ethical behaviour</p> <p>1.3. Use <i>professional discretion and judgement</i> in dealing with others</p> <p>1.4. Acknowledge and respect the <i>different ways that different people may contribute</i> to the creative process</p> <p>1.5. Acknowledge and work within the legal framework that applies to creative content as part of individual commitment to an ethical approach</p> <p>1.6. Respect collaborative efforts by relinquishing individual ownership of ideas</p>
2. Engage in a collaborative creative	2.1. Maintain a <i>belief in personal ideas</i> , combined with a willingness to move on as ideas are discarded and

ELEMENT	PERFORMANCE CRITERIA
process	<p>others evolve</p> <p>2.2. Be prepared to let go of own vanity and ego to allow new ideas to emerge</p> <p>2.3. Use <i>language</i> and adopt a <i>demeanour</i> that demonstrates respect and trust for others</p> <p>2.4. Listen to, value, respect and trust the contributions of others as material to work with rather than positions to argue against</p> <p>2.5. Challenge, test and share ideas in a supportive way as part of the creative process</p> <p>2.6. Move on from initial positions and preconceptions to accept and embrace new and unpredictable ideas as they emerge during the creative process</p> <p>2.7. Play a role that encourages the <i>movement and shift of ideas</i> within the group towards a well-conceived solution</p>
3. Reflect on own role in the collaborative creative process	<p>3.1. Reflect on own level of participation, relationships with others and personal behaviour in the collaborative process</p> <p>3.2. Identify ways to do better next time and follow up on any issues that need to be resolved</p> <p>3.3. Identify and seek opportunities to refine and expand own skills and knowledge, including learning from failing</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to nurture trust, to model open and supportive communication, and to articulate potentially complex ideas
- creative thinking skills to generate and explore ideas
- learning and self-management skills to reflect on and enhance own ability to contribute effectively to a collaborative creative process
- problem-solving skills to continually be evaluating and challenging ideas and moving them forward towards solutions.

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- concept of shared intellectual property from collaborative creativity
- concepts of trust and ethical behaviour in the context of creative endeavour
- different roles people may play in a collaborative creative process and how this contributes to the overall effort
- how the creative process works in different situations (e.g. as an individual, as part of a group)
- how the potential for creativity can be maximised within a team
- legal framework that affects copyright, moral rights and intellectual property issues
- what stops creativity in a group environment.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- positive and full participation in a collaborative creative process that generates, expands and develops ideas into a well-conceived solution
- communication and creative-thinking skills that make a positive contribution to the collaborative effort
- knowledge and understanding of the ethical framework in which any type of creative endeavour operates.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of a team of people in the collaborative creative process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • direct observation of the candidate participating in collaborative creative activity • interviews with others participating in the process to determine the nature and quality of the candidate's participation and interactions • evaluation of candidate presentation (verbal or written) on the collaborative process, including challenges, benefits and key learning for the future • oral or written questioning to assess knowledge of concepts of trust and ethical behaviour in the context of creative endeavour.
Guidance information for assessment	<p>A collaborative creative effort always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended. Assessors must, however, retain a strong focus on the key aspects of collaboration and creativity detailed in this unit. Combined assessment with the following unit would also be appropriate:</p> <ul style="list-style-type: none"> • BSBCRT301A Develop and extend critical and creative thinking skills.

Range Statement

RANGE STATEMENT	
<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>	
<p><i>Personal philosophy of trustworthy and ethical behaviour</i> may relate to:</p>	<ul style="list-style-type: none"> • acknowledging discomfort or anger • being prepared to fully participate • communicating in an open way • honesty • honouring commitments • sensitivity to social, cultural, personal situations and dynamics • showing respect • understanding of the consequences of actions

RANGE STATEMENT	
<i>Professional discretion and judgement</i> may relate to:	<ul style="list-style-type: none"> • assessing when to keep quiet • being aware of and responding to different personality types • knowing when it is appropriate or inappropriate to share information • knowing with whom information should be shared
<i>Different ways that different people may contribute</i> may relate to:	<ul style="list-style-type: none"> • different approaches to expressing opinions or ideas • inclinations to lead or follow • influence with others • interpersonal skills • networks • past experience • technical skills and expertise
<i>Belief in personal ideas</i> may be demonstrated by:	<ul style="list-style-type: none"> • backing ideas up with information and rationale • being prepared to argue for own ideas • confidence in own ability to create many ideas • confidence to share ideas • confident articulation of ideas • spending time developing and refining own ideas
<i>Language</i> that demonstrates respect for others may involve:	<ul style="list-style-type: none"> • acknowledging new ideas and effort • avoiding negative words • avoiding personal negatives like 'you cannot' or 'you should not' • choosing words wisely • listening • making differentiations between ideas and people • managing tone • speaking at a level appropriate to the listener
<i>Demeanour</i> that demonstrates respect for others may relate to:	<ul style="list-style-type: none"> • avoiding intellectual bullying • encouraging others to express ideas • facial expression • keeping a positive mindset • listening before speaking • physical position • refraining from blame or accusation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • other non-verbal behaviour • understanding the balance between constructive comment and attention seeking
<i>Movement and shift of ideas</i> may involve:	<ul style="list-style-type: none"> • building in 'what if' scenarios • encouraging a stocktake before moving forward • making connections between seemingly disparate ideas • refining ideas that seem positive • returning to earlier ideas • returning to key objectives • suggesting new processes • turning ideas 'on their head' to resolve blockages

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Creative Process
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Co-requisite units

Co-requisite units		

BSBCRT403A Explore the history and social impact of creativity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to explore the history and social impact of creativity.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who develop and apply knowledge of the history of creativity at a broad rather than deep level. Understanding the concept of creativity, how creative people think and how creativity has been applied through history can provide individuals with inspiration and ideas to take into their own work and lives.</p> <p>More complex research on theories of creativity is found in BSBCRT601A Research and apply concepts and theories of creativity.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Investigate the history of creativity	1.1. Identify relevant <i>sources of information</i> on the history of creativity 1.2. Investigate and review different definitions of creativity and how these relate in an historical context 1.3. Assess the ways that individuals and collaborative groups have demonstrated creativity 1.4. Explore the relationship between creativity and different cultures and relate these to current contexts
2. Assess the impacts of creativity	2.1. Explore the <i>impacts of creativity</i> on the ways that people live and work 2.2. Explore the ways in which creativity has occurred in <i>different fields of human endeavour</i> 2.3. Determine and evaluate the <i>factors that affect the presence or extent of creativity</i> in a given situation
3. Evaluate the potential for enhancing	3.1. Extract key information and ideas from the history of creativity for possible relevance to own life and

ELEMENT	PERFORMANCE CRITERIA
creativity in own life	<p>work</p> <p>3.2. Discuss and explore ideas with others</p> <p>3.3. Reflect on how creativity or creative thinking might be integrated into own life and work</p> <p>3.4. Identify and access <i>opportunities to build own creative thinking skills</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to discuss and explore ideas about creativity with others
- comprehension skills to interpret information dealing with potentially complex ideas.

Required knowledge

- impact of creativity at different points in history, including contemporary perspectives
- potential links between the history of creativity and current individuals and communities
- sources of information on the history and social impact of creativity
- ways in which different factors impact on creativity and how it is demonstrated in various cultural contexts.

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.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate

Evidence of the following is essential:

- knowledge and understanding of the history and

EVIDENCE GUIDE	
competency in this unit	social impact of creativity, including its contemporary relevance to individuals and communities.
Context of and specific resources for assessment	Assessment must ensure: <ul style="list-style-type: none"> access to sources of information on the history of creativity.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of candidate's exploration of creativity and its impact, demonstrated through oral or written presentation oral or written questioning to assess knowledge of creativity in an historical and contemporary context review of identification of opportunities to build own creative thinking skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
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.	
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> artistic works (visual, aural, oral) arts co-operatives clubs friends and family internet printed references and texts production teams

RANGE STATEMENT	
<i>Impacts of creativity</i> may include:	<ul style="list-style-type: none"> • archaeological discoveries • botanical/anthropological discoveries • change in nature of communication between individuals and communities • changed relationships between gender and generations • changes in style • conservative versus adventurous culture and social mindset • improvement in living conditions • new products and services • reduced costs • scientific discoveries • sudden or gradual political change • totally new ways of undertaking tasks
<i>Different fields of human endeavour</i> may be:	<ul style="list-style-type: none"> • agriculture • arts • science • subsistence - primitive societies • technology
<i>Factors that affect the presence or extent of creativity</i> may include:	<ul style="list-style-type: none"> • culture • economic • environmental • family • friends • political • right time and place • social
<i>Opportunities to build own creative thinking skills</i> may include:	<ul style="list-style-type: none"> • attendance at seminars • participation in creative activities • reviewing and adapting own communication skills • using new approaches to work • working in creative communities

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Creative Thinking
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Co-requisite units

Co-requisite units		

BSBCRT501A Originate and develop concepts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who originate and develop concepts of some complexity and progress that concept to the point where it can be implemented. Individuals may be employed by organisations, be sub contractors or consultants brought in by companies to work on specific projects, or be individuals or part of a team working independently.</p> <p>Concepts could be developed for any business or community activity or process such as marketing campaigns, staff development programs, information technology and communication systems. This unit is also highly relevant to practitioners in the creative industries who develop products such as advertising campaigns, radio and television programs, entertainment events, films, exhibitions and digital media products.</p> <p>A person undertaking this role would operate with a high degree of autonomy and at a senior level if working within an organisation. However, the process of generating concepts and ideas is collaborative in nature.</p> <p>Skills associated with writing proposals to support concept development are covered in BSBWRT401A Write complex documents.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Evaluate and explore needs and opportunities	<p>1.1. Research and evaluate <i>existing information that informs new concept development</i></p> <p>1.2. Where appropriate, identify and use gaps in current range of <i>products, programs, processes or services</i> as the catalyst for generating new ideas or concepts</p> <p>1.3. Expand the potential of new ideas through <i>exploration of opportunities beyond the obvious</i></p>

ELEMENT	PERFORMANCE CRITERIA
	<p>1.4. Identify factors that could have an impact on ideas or concepts to be developed, including potential for commercialisation</p> <p>1.5. Determine whether other players are filling identified gaps or investigating similar opportunities</p> <p>1.6. Develop preliminary ideas on innovative and different ways to address needs and opportunities</p> <p>1.7. In consultation with relevant stakeholders, agree on broad parameters for developing ideas and concepts to meet market requirements</p>
2. Develop a range of creative approaches	<p>2.1. Use a range of creative thinking techniques to generate innovative and creative concepts to address identified needs</p> <p>2.2. Challenge, test and experiment with different concepts and ideas as part of a collaborative process</p> <p>2.3. Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential</p> <p>2.4. Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed</p> <p>2.5. Identify resources required to achieve desired creative and innovative outcomes</p> <p>2.6. Evaluate the effectiveness of different strategies for achieving desired outcomes</p> <p>2.7. Select concepts or approaches that achieve required outcomes in an innovative and feasible way</p> <p>2.8. Present proposed concepts or approaches in an appropriate format</p>
3. Refine concepts	<p>3.1. Ensure concept development process is open to ongoing refinement and testing</p> <p>3.2. Seek input and feedback on concepts from relevant stakeholders</p> <p>3.3. Seek specialist advice on creative and technical aspects of proposals as required</p> <p>3.4. Compare concepts with best practice examples of similar products, programs, processes or services</p> <p>3.5. Use a range of creative and practical criteria to determine the advantages and disadvantages of different concepts</p> <p>3.6. Evaluate constraints on the realisation of concepts or ideas</p>

ELEMENT	PERFORMANCE CRITERIA
	3.7.Refine proposals based on analysis and feedback
4. Develop concepts to an operational level	<p>4.1.Use refined concepts as the basis for developing detailed <i>implementation specifications</i></p> <p>4.2.Present specifications to relevant parties for approval, funding or endorsement</p> <p>4.3.Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to work collaboratively on ideas and to articulate the rationale for concepts in ways that promote constructive discussion with others
- creative thinking skills to generate a range of innovative concepts and ideas, to use lateral thinking and to take a visionary approach to developing concepts and ideas
- initiative and enterprise skills to pro-actively identify market requirements
- planning and organising skills to take account of practical issues for concept implementation
- self-management skills to meet deadlines.

Required knowledge

- broad context in which concepts are being developed
- cultural, social and environmental issues and impacts to be considered in developing new concepts
- issues and requirements to commercialise the concept
- legal requirements that affect work in a given industry context
- practical and operational issues to be considered in a specific work or community context
- range of broad practical and operational issues that determine whether a concept can be implemented (in any context)
- techniques for generating creative ideas and solutions, and for translating these ideas into workable concepts.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of at least two concepts, substantiated and supported with sufficient information to allow for implementation to occur • generation of concepts and ideas that provide innovative solutions to identified issues • knowledge of legal requirements that affect work in a given industry context.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to the full range of background information required to evaluate the operational factors that will affect the implementation of concepts • interaction with others to reflect the collaborative nature of the concept development process.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of concepts generated by the candidate, of the processes used to generate and test the ideas and the material developed to support the concept • debate and discussion with the candidate to assess knowledge of the operational context and the broader factors that impact on concept development • evaluation of presentation or 'pitch' made by the candidate in relation to a particular concept • oral or written questioning to assess knowledge of cultural, social and environmental issues and impacts to be considered in developing new concepts.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<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>	
<p><i>Existing information that informs new concept development</i> may include:</p>	<ul style="list-style-type: none"> • creative brief • market research • organisational vision • personal vision and creative aspiration
<p><i>Products, programs, processes or services</i> may include:</p>	<ul style="list-style-type: none"> • art and craft works • advertising campaigns • business services and processes • designs • festivals • films • interactive digital media products • live entertainment productions or events • manufactured products • marketing and promotional campaigns • museum and gallery exhibitions • photoimaging services • radio or television programs
<p><i>Exploration of opportunities beyond the obvious</i> may involve:</p>	<ul style="list-style-type: none"> • challenging existing assumptions and preconceptions • considering radical change to the way things are done • exploring practice in a totally different industry context • investigating the use of new media • making connections between seemingly unrelated activities
<p><i>Factors</i> may include:</p>	<ul style="list-style-type: none"> • codes of practice • content • cost effectiveness • features of interactive digital media products:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • delivery platform • level of interactivity • look and feel • navigation • Indigenous laws and protocols • length of program or film • level of skill and understanding required for implementation • nature and size of target audience • organisational charter and policies • purpose: <ul style="list-style-type: none"> • advertising or marketing • commercial • educational • entertainment • game • information • relevant legislation, such as: <ul style="list-style-type: none"> • copyright and intellectual property • privacy • results of market research • revenue raised by existing market share • technical feasibility
<i>Relevant stakeholders</i> may include:	<ul style="list-style-type: none"> • administrative staff • clients/customers • designers and other creative personnel • directors • external suppliers • information technology personnel • management • program producers • technical specialists • writers
<i>Creative thinking techniques</i> may include:	<ul style="list-style-type: none"> • brainstorming: <ul style="list-style-type: none"> • bulletin board • buzz session • computer-aided • sequencing • stop and go

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: <ul style="list-style-type: none"> • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • word salads • visualisation
Resources may include:	<ul style="list-style-type: none"> • computer hardware and software • facilities • printed material • specialist equipment • specialist staff • training
Formats may include:	<ul style="list-style-type: none"> • application forms to funding bodies or sponsors • briefs for consultants • concept maps • electronic presentations to promote the concept • in-house proposal forms
Creative and practical criteria may include:	<ul style="list-style-type: none"> • cost-effectiveness • evaluation against competing priorities • fit with personal vision and aspirations • fit with strategic directions of organisation • fit with target market needs • how innovative the concept is • level of risk • potential benefits • technical feasibility • time to realise the concept
Constraints may include:	<ul style="list-style-type: none"> • availability of resources and equipment

RANGE STATEMENT	
	<ul style="list-style-type: none"> • availability of skilled experts and personnel • cost • level of technical difficulty • limited funding sources • limited potential for commercialisation • time
<i>Implementation specifications</i> may include:	<ul style="list-style-type: none"> • briefs for work • detailed specification of concept including purpose and content • operational plan with responsibilities and time lines • resources breakdown (financial, human and physical)

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Creative Thinking
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Co-requisite units

Co-requisite units		

BSBCUS201B Deliver a service to customers

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS201A Deliver a service to customers</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

Application of the Unit

This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Establish contact with customers	<p>1.1 Acknowledge and greet customer in a professional, courteous and concise manner according to organisational requirements</p> <p>1.2 Maintain personal dress and presentation in line with organisational requirements</p> <p>1.3 Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information</p> <p>1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences</p> <p>1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements</p>
2. Identify customer needs	<p>2.1 Use appropriate questioning and active listening to determine customer needs</p> <p>2.2 Assess customer needs for urgency to identify priorities for service delivery</p> <p>2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s</p> <p>2.4 Identify personal limitations in addressing customer needs and seek assistance from designated persons where required</p>
3. Deliver service to customers	<p>3.1 Provide prompt customer service to meet identified needs according to organisational requirements</p> <p>3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary</p> <p>3.3 Communicate with customers in a clear, concise and courteous manner</p> <p>3.4 Identify opportunities to enhance the quality of service and products, and take action to improve the service whenever</p>

	possible
4. Process customer feedback	<p>4.1 Promptly recognise customer feedback and handle sensitively according to organisational requirements</p> <p>4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures</p> <p>4.3 Identify any unmet customer needs and discuss suitability of other products/services</p> <p>4.4 Support customers to make contact with other services according to organisational policies and procedures</p>

Required Skills and Knowledge

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

Required skills

- communication skills to convey meaning clearly, concisely and coherently
- literacy skills to communicate with customers and to develop required product knowledge
- numeracy skills to interpret customer requirements and to meet customer needs
- problem-solving skills to deal with customer enquiries or complaints
- self-management skills to:
 - comply with policies and procedures
 - seek learning and development opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies and procedures relating to customer service and the customer service process.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrating all stages of customer service interactions • responding to customer feedback • demonstrating a range of interpersonal skills • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints and policies relating to customer service.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service and communication techniques • review of information provided to customers about problems and delays, and customer follow-up • review of documentation recording feedback and communication between customers and the organisation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Customers</i> may include:	<ul style="list-style-type: none"> • contacts from other organisations • external customers • internal customers • members of the public • patients • service users.
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • following OHS procedures for dealing with customers • legal and organisational policies, guidelines and requirements • quality and continuous improvement processes and standards • quality assurance and/or procedures manual.
<i>Interpersonal skills</i> may include:	<ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer's message • using appropriate body language.
<i>Designated persons</i> may include:	<ul style="list-style-type: none"> • manager, supervisor or team leader • more experienced personnel with specific knowledge or information • staff from other work areas with particular product or service knowledge.
<i>Opportunities</i> may include:	<ul style="list-style-type: none"> • advice about warranties, guarantees or support services • packaging options • pricing options • procedures for delivery of goods or service • provision of product knowledge • systems for recording complaints.

<i>Customer feedback</i> may be about:	<ul style="list-style-type: none">• damaged goods or delivery problems• delays• invoicing errors• quality of customer service• quality of service provision.
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Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

BSBCUS301B Deliver and monitor a service to customers

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i></p> <p>Revised unit. Performance criteria amended so that the learner is not required to ‘incorporate evidence of customer satisfaction in decision to modify products or services’.</p> <p>Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS301A Deliver and monitor a service to customers</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Identify customer needs	<p>1.1 Use <i>appropriate interpersonal skills</i> to accurately identify and clarify <i>customer needs and expectations</i></p> <p>1.2 Assess customer needs for urgency to determine priorities for service delivery according to <i>organisational requirements</i></p> <p>1.3 Use <i>effective communication</i> to inform customers about available choices for meeting their needs and assist in the selection of preferred options</p> <p>1.4 Identify limitations in addressing customer needs and seek appropriate assistance from <i>designated individuals</i></p>
2. Deliver a service to customers	<p>2.1 Provide prompt service to customers to meet identified needs in accordance with organisational requirements</p> <p>2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery</p> <p>2.3 Sensitively and courteously handle <i>customer complaints</i> in accordance with organisational requirements</p> <p>2.4 Provide assistance or respond to customers with <i>specific needs</i> according to organisational requirements</p> <p>2.5 Identify and use available <i>opportunities</i> to promote and enhance services and products to customers</p>
3. Monitor and report on service delivery	<p>3.1 Regularly review customer satisfaction with service delivery using <i>verifiable evidence</i> according to organisational requirements</p> <p>3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational requirements</p> <p>3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements</p>

	<p>3.4 Regularly seek customer feedback and use to improve the provision of products and services</p> <p>3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery</p>
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Required Skills and Knowledge

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

Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to monitor and advise on customer service strategies
- literacy skills to:
 - edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
 - prepare general information and papers according to target audience
 - read and understand a variety of texts
- problem-solving skills to deal with customer enquiries or complaints
- technology skills to select and use technology appropriate to a task
- self-management skills to:
 - comply with policies and procedures
 - consistently evaluate and monitor own performance
 - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- organisational policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- public relations and product promotion
- techniques for dealing with customers, including customers with specific needs.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none">• identifying needs and priorities of customers• distinguishing between different levels of customer satisfaction• treating customers with courtesy and respect• responding to and reporting on, customer feedback• knowledge of organisational policy and procedures for customer service.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none">• access to an actual workplace or simulated environment• access to office equipment and resources• examples of customer complaints• examples of documents relating to customer service standards and policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none">• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate• review of reports on customer service delivery• analysis of responses to case studies and scenarios• demonstration of techniques• oral or written questioning to assess knowledge of customer service strategies.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Appropriate interpersonal skills</i> may include:	<ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer message • using appropriate body language.
<i>Customers</i> may include:	<ul style="list-style-type: none"> • corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies.
<i>Customer needs and expectations</i> may include:	<ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information.
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • defined resource parameters • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and

	<p>standards</p> <ul style="list-style-type: none"> • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services.
Effective communication may include:	<ul style="list-style-type: none"> • giving customers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions.
Designated individuals may include:	<ul style="list-style-type: none"> • colleagues • customers • line management • supervisor.
Customer complaints may include:	<ul style="list-style-type: none"> • administrative errors such as incorrect invoices or prices • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • product not delivered on time • service errors • warehouse or store room errors such as incorrect product delivered.
Specific needs of customers may relate to:	<ul style="list-style-type: none"> • age • beliefs/values • culture • disability • gender • language • religious/spiritual observances.
Opportunities to promote and enhance services and products may include:	<ul style="list-style-type: none"> • extending time lines • packaging procedures • procedures for delivery of goods • returns policy • system for recording complaints • updating customer service charter.
Verifiable evidence may include:	<ul style="list-style-type: none"> • customer satisfaction questionnaires • audit documentation and reports

	<ul style="list-style-type: none">• quality assurance data• returned goods• lapsed customers• service calls• complaints.
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Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

BSBCUS402B Address customer needs

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS402A Address customer needs</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, which includes assisting the customer to articulate their needs, meeting customer needs and managing networks to ensure customer needs are addressed. The customer relationship would typically involve direct interaction a number of times over an extended period.

This unit is appropriate to workers who are expected to have detailed product knowledge in order to recommend customised solutions. They would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

Application of the Unit

This unit applies to workers required to be familiar with a product and service that varies widely and is capable of significant customisation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Assist customer to articulate needs	1.1 Ensure customer needs are fully explored, understood and agreed 1.2 Explain and match available services and products to customer needs 1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate
2. Satisfy complex customer needs	2.1 Explain possibilities for meeting customer needs 2.2 Assist customers to evaluate service and/or product options to satisfy their needs 2.3 Determine and prioritise preferred actions 2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner
3. Manage networks to ensure customer needs are addressed	3.1 Establish effective regular communication with customers 3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation 3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer, and the products and services available 3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services 3.5 Maintain records of customer interaction in accordance with

	<i>organisational procedures</i>
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Required Skills and Knowledge

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

Required skills

- communication skills to relate to people from diverse backgrounds and people with diverse abilities.
- information management skills to summarise information verbally and non-verbally
- literacy and numeracy skills to:
 - interpret product and service features or sales data
 - read a variety of texts to prepare general information and papers
 - summarise information obtained from a variety of verbal and non-verbal sources
 - write formal and informal text
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- problem-solving skills to develop solutions unique to a customer
- self-management skills to:
 - comply with policies and procedures
 - seek learning and development opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- organisational procedures and standards for customer service relationships
- detailed product and service knowledge which may:
 - be of significant breadth so as to propose alternative products and services, or
 - of significant depth so as to propose variations within a limited product and service range.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • assisting customers to articulate their needs • documenting processes used and customer satisfaction with the products/services offered • assisting customers to address their needs.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation prioritising preferred actions • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports • evaluation of communication established with customers • review of customer interaction records.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Customers</i> may include:	<ul style="list-style-type: none"> • customers with routine or specific requests • in person, computer-based and telephone customers • internal and external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • regular and new customers.
<i>Rights and responsibilities of customers</i> may include:	<ul style="list-style-type: none"> • fulfilment of external obligations • informed consent.
<i>Effective regular communication</i> may include:	<ul style="list-style-type: none"> • giving customers full attention • handling sensitive and confidential issues • maintaining eye-contact (for face-to-face interactions), except where eye-contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clearly written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions.
<i>Products and services</i> may include:	<ul style="list-style-type: none"> • either products or services • goods • ideas • infrastructure • private or public sets of benefits.
<i>Organisational procedures</i> may include:	<ul style="list-style-type: none"> • procedural manuals • quality systems, standards and guidelines.

Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

BSBCUS501C Manage quality customer service

Modification History

Release	Comments
Release 1	New release of this Qualification released with <i>version 6 of BSB07 Business Services Training Package</i> . Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

Operators may have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework. At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Application of the Unit

Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Plan to meet internal and external customer requirements	<p>1.1 Investigate, identify, assess, and include the needs of customers in planning processes</p> <p>1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers</p>
2. Ensure delivery of quality products and services	<p>2.1 Deliver products and services to customer specifications within organisation's business plan</p> <p>2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards</p> <p>2.3 Assist colleagues to overcome difficulty in meeting customer service standards</p>
3. Monitor, adjust and review customer service	<p>3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards</p> <p>3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services</p> <p>3.3. Develop, procure and use resources effectively to provide quality products and services to customers</p> <p>3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups</p> <p>3.5 Manage records, reports and recommendations within the organisation's systems and processes</p>

Required Skills and Knowledge

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

Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to:
 - coach and mentor staff and colleagues
 - monitor and advise on customer service strategies
- literacy skills to:
 - edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
 - prepare general information and papers according to target audience
 - read and understand a variety of texts
- problem-solving skills to:
 - deal with customer enquiries or complaints
 - deal with complex and non-routine difficulties
- technology skills to select and use technology appropriate to a task
- self-management skills to:
 - comply with policies and procedures
 - consistently evaluate and monitor own performance
 - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - Australian consumer law
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- organisational policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- public relations and product promotion
- techniques for dealing with customers, including customers with specific needs
- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
 - customer behaviour
 - customer needs research
 - customer relations
 - ongoing product and/or service quality

- problem identification and resolution
- quality customer service delivery
- record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service • knowledge of techniques for solving complaints.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and used to monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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Range Statement

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.

<i>Customers</i> may be:	<ul style="list-style-type: none"> • Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies • supervisors • suppliers of goods and services and contractors providing goods and services.
<i>Quality</i> may refer to:	<ul style="list-style-type: none"> • characteristics of a product, system, service or process that meet the requirements of customers and interested parties.
<i>Products and services</i> may include:	<ul style="list-style-type: none"> • either products or services • goods • ideas • infrastructure • private or public sets of benefits.
<i>Strategies</i> may refer to:	<ul style="list-style-type: none"> • databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities.

<i>Resources</i> may include:	<ul style="list-style-type: none">• buildings/facilities• equipment• finance• information• people• power/energy• technology• time.
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Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

BSBDES201A Follow a design process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to follow a design process at a basic level.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to any individual who follows a design process to respond to specific issues or challenges, including product and service requirements arising from particular business or community needs.</p> <p>The unit acknowledges the need to encourage the development of skills, which are sometimes called 'design thinking' or 'design consciousness'. In essence, the unit is about purposeful problem solving - defining the challenge, coming up with ideas, working with others to develop ideas, reflecting on progress, presenting an idea so it can be implemented and, of course, evaluating whether an idea has met the original challenge.</p> <p>Designers use the processes described in this unit but at a much more sophisticated and complex level. This unit is not about being a designer.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Clarify the challenge	1.1. Confirm the <i>nature and scope of the challenge</i> with <i>stakeholders</i> 1.2. Agree on specific objectives with <i>stakeholders</i> 1.3. Identify any <i>constraints</i> that may impact on the design process 1.4. Identify and source <i>relevant supporting information and assistance</i>
2. Explore different ideas and solutions	2.1. Generate a range of ideas to respond to the challenge 2.2. Explore <i>different options and ideas</i> for meeting objectives 2.3. Involve others in the process of developing ideas and solutions
3. Select and present a	3.1. Reflect on different ideas and feedback, and select a

ELEMENT	PERFORMANCE CRITERIA
solution	<p>preferred solution</p> <p>3.2. Summarise the key ideas in the solution and present to stakeholders in <i>appropriate format</i></p> <p>3.3. Obtain any required approvals to take the solution to the next stage</p>
4. Implement the solution	<p>4.1. Schedule key tasks and organise <i>resources to support implementation</i></p> <p>4.2. Carry out <i>testing, prototyping or trialling</i> of the proposed solution</p> <p>4.3. Maintain any required <i>documentation</i></p> <p>4.4. Identify problems and seek <i>advice and guidance</i> from others</p>
5. Evaluate the solution	<p>5.1. Check the success of the solution based on original objectives</p> <p>5.2. Seek feedback from appropriate stakeholders</p> <p>5.3. Review both the solution and the process undertaken to develop the solution as part of an ongoing learning process</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to liaise with others, to share ideas, and to present information and ideas clearly and concisely
- creative thinking skills to generate ideas in response to a defined problem or need in a familiar context
- literacy skills to analyse and interpret information dealing with concepts and ideas from own area of work
- problem-solving skills to identify problems and to work with others to develop solutions
- self-management skills to take responsibility for own work as part of an overall collaborative process.

Required knowledge

- context for the challenge, including any specific factors that impact on work

REQUIRED SKILLS AND KNOWLEDGE

- creative thinking techniques that can be used to generate ideas in any context
- key features and steps in the design process as a way of thinking and solving problems
- legal framework that impacts on activities in a particular context
- potential sources of information for new ideas, relevant to the specific context.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- active participation in a project which uses the design process to develop solutions to a given challenge
- effective communication skills to be a member of a collaborative team
- knowledge of the design process, and how it can be used in developing solutions to different issues and challenges.

Context of and specific resources for assessment

Assessment must ensure:

- access to materials, tools and equipment required to implement solutions in the given work context
- interaction with others to reflect the collaborative nature of the design process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate participating in collaborative processes
- evaluation of documentation maintained by the candidate to support different ideas
- evaluation of a presentation made by the candidate

EVIDENCE GUIDE	
	<p>outlining proposed solutions and processes used to develop those solutions</p> <ul style="list-style-type: none"> oral or written questioning to assess knowledge of parameters and context for work in a given industry context.
Guidance information for assessment	<p>The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other technical or specialist units from particular areas of work.

Range Statement

RANGE STATEMENT	
<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>	
<p><i>Nature and scope of the challenge</i> could be very varied, and may relate to new or improved:</p>	<ul style="list-style-type: none"> applications of materials or equipment processes products or services systems uses of technology
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> client end users friends and family supervisor or manager work colleagues (working in the same or different areas)
<p><i>Constraints</i> may relate to:</p>	<ul style="list-style-type: none"> availability of materials, equipment or tools boundaries about what can and cannot be changed legal restrictions time and budget
<p><i>Relevant supporting information</i></p>	<ul style="list-style-type: none"> drawings, specifications or other technical data

RANGE STATEMENT	
<i>and assistance</i> may include:	<ul style="list-style-type: none"> • ideas from colleagues • industry associations or organisations • personal experience • policy and procedures manuals • print or electronic media (including internet) • reference manuals • technical experts
<i>Different options and ideas</i> may be generated by:	<ul style="list-style-type: none"> • brainstorming: <ul style="list-style-type: none"> • stop and go • sequencing • buzz session • bulletin board • computer-aided • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: <ul style="list-style-type: none"> • visual maps • webbing • concept fans • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Appropriate format</i> may be:	<ul style="list-style-type: none"> • checklists • digital presentation • drawings/sketches • models • plans • verbal presentation
<i>Resources to support</i>	<ul style="list-style-type: none"> • equipment

RANGE STATEMENT	
<i>implementation</i> may include:	<ul style="list-style-type: none"> • financial resources • human resources • information technology support • materials • tools
<i>Testing, prototyping or trialling</i> may involve:	<ul style="list-style-type: none"> • creating a physical model or sample • testing the solution against different scenarios • using a small group to test the solution
<i>Documentation</i> may include:	<ul style="list-style-type: none"> • diary showing progress of work • progress reports • records of communication (e.g. emails) • working drawings
<i>Advice and guidance</i> may involve:	<ul style="list-style-type: none"> • facilitating access to networks or contacts • facilitating access to resources • providing technical expertise

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

BSBDES202A Evaluate the nature of design in a specific industry context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to evaluate the nature and role of design in a particular industry context.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Design occurs in all industries and increasingly, quality design is considered a key factor in building organisational and industry capacity and competitiveness.</p> <p>This unit applies to individuals working in any context, who need to develop a basic appreciation and knowledge of the way that design works in a particular industry, and of its potential impacts on industry and individual work practice.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Source information on design in a given industry context	1.1. Investigate the <i>nature, history, role and importance of design</i> in the industry 1.2. Evaluate the roles played by designers and <i>other contributors</i> in the design process 1.3. Source information on the <i>impacts of technology</i> on design in the industry
2. Examine links between design and own work	2.1. Investigate <i>impacts of design on own work</i> 2.2. Consider <i>role of individual workers</i> across the industry in affecting future design directions
3. Keep up to date with industry design trends	3.1. Identify and access <i>opportunities to maintain currency of knowledge</i> about industry design trends 3.2. Evaluate how design trends affect the overall industry and the way it operates 3.3. Share information and pro-actively discuss emerging trends with work colleagues 3.4. Identify trends that will impact on own work and

ELEMENT	PERFORMANCE CRITERIA
	seek opportunities to develop appropriate skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to discuss design in a particular industry context with others
- research and literacy skills to source and interpret a wide range of information sources on design in a particular industry context
- self-management and learning skills to take responsibility for identifying and accessing professional development opportunities.

Required knowledge

- consumer/end-user expectations
- current and emerging technologies and their effects on design in the industry
- current and past designers of influence in the industry
- current trends in use of design in a given industry context
- different definitions of design, and the differences and similarities between design and product development
- major design trends in the industry
- role of design in a given industry context.

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.

Overview of assessment

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

Evidence of the following is essential:

- sourcing and interpreting a range of information sources on design and applying concepts to own work situation

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> knowledge of design in a specific industry context, and its impact on individual work practice.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to sources of information on design in a specific industry context.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of the nature, history, role and importance of design in a specific industry context.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
<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>	
<p><i>Nature, history, role and importance of design</i> may relate to:</p>	<ul style="list-style-type: none"> changing nature of consumer expectations design and the role it plays in overall industry development, both locally and overseas design as competitive edge for individual organisations historical development of design in the industry important design influences in the industry links between design and legislation (e.g. specific requirements such as emission controls for vehicles, safety features of buildings, solar protection for clothing)

RANGE STATEMENT	
<i>Other contributors</i> may be those involved in:	<ul style="list-style-type: none"> • marketing • operations • product development • production
<i>Impacts of technology</i> may include:	<ul style="list-style-type: none"> • changes in work structures • changing staff demographics • different relationships with other industries (e.g. information technology) • different staff requirements • location changes to accommodate different technologies
<i>Impacts of design on own work</i> may include potential changes to:	<ul style="list-style-type: none"> • cost structures and resulting work practices • equipment • materials • own roles and responsibilities • procedures • skill requirements
<i>Role of individual workers</i> may relate to:	<ul style="list-style-type: none"> • adapting processes for greater efficiency • developing design ideas based on operational knowledge and experience • pro-actively making suggestions about new ways of doing things • providing feedback on design concepts
<i>Opportunities to maintain currency of knowledge</i> may include:	<ul style="list-style-type: none"> • attendance at seminars or other professional development opportunities • conferences • exhibitions and trade shows • formal training • industry associations or organisations • industry social functions • master classes • media (including internet) • reference manuals • unions or employer bodies

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

BSBDES301A Explore the use of colour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to explore the use of colour and to apply colour theory.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to any individual whose work involves the effective use of colour, and who needs to understand the basics about the way colours work. Artists, designers, photographers, lighting technicians, digital media specialists and visual merchandisers are just a few examples of people who need these skills.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Source information on colour and colour theory	1.1. Identify and access <i>sources of information on colour and colour theory</i> 1.2. Evaluate and collate information to build a knowledge of colour and its application in different contexts
2. Experiment with colour	2.1. Test different colours and colour combinations through <i>experimentation</i> 2.2. Use own ideas as a way of testing, challenging or confirming colour theory 2.3. Ensure safe use of <i>materials, tools and equipment</i> during experimentation with colour
3. Communicate concepts and ideas through use of colour	3.1. Investigate how colour might be used to communicate a particular <i>idea or concept</i> 3.2. Select materials, tools and equipment relevant to the idea or concept 3.3. Apply colour in a way that communicates the concept or idea based on own knowledge of colour and colour theory 3.4. Review and reflect on own use of colour and what it communicates 3.5. Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea

ELEMENT	PERFORMANCE CRITERIA
	3.6. Present and store work any <i>samples</i> in a way which takes account of the need for professional presentation and potential relevance for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and interpret information about colour and colour theory
- numeracy skills to calculate quantities and proportions of different colours
- visual literacy skills to make judgements about the way that different colours work together and in conjunction with other elements.

Required knowledge

- colour attributes and colour relationships
- different colour theories and their applications to different contexts
- emotional, cultural and situational aspects of colour
- individual interpretation and choice in relation to the use of colour, and the potential limitations of theory
- materials, tools and equipment required to experiment with colour in relevant contexts
- ways in which other practitioners use colour in their work.

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.

Overview of assessment

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

Evidence of the following is essential:

- effective use of colour to communicate a concept or idea

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> knowledge of colour theory, the effects of colour and its potential use in different contexts.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to materials, resources and equipment needed to apply colour in the relevant work context.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of colour samples produced by the candidate to communicate a concept or idea oral or written questioning to assess knowledge of colour theory and use of colour by different practitioners.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
<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>	
<p><i>Sources of information on colour and colour theory</i> may include:</p>	<ul style="list-style-type: none"> anecdotal sources, personal observation art and design work books and magazines characteristics of materials, for example paints, pigments scientific texts web-based resources
<p><i>Experimentation</i> may involve playing with:</p>	<ul style="list-style-type: none"> application of light, for example in a theatrical context

RANGE STATEMENT	
	<ul style="list-style-type: none"> • colour attributes in hue, chroma, value • colour grading • colour models (emotional, physical and psychological effects of colour) • colour scales • colour schemes • effective colour relationships, for example harmonies and discords
<i>Materials, tools and equipment</i> may include:	<ul style="list-style-type: none"> • air brushes • brushes • cardboard • digital equipment • fabrics/textiles/plastics • glue • gouache, watercolour, acrylic • hand tools • light sources/equipment • lighting gels • measuring tools • pastels, colour pencils, crayons • range of papers • receptacles • rulers • software • sponges • spray gun
<i>Idea or concept</i> to be communicated may relate to a huge range of activities such as:	<ul style="list-style-type: none"> • advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • jewellery design • lighting designs • object or product design • sign making • theatrical props, sets or scenic art
<i>Samples</i> may be:	<ul style="list-style-type: none"> • colour wheels • colour swatches • constructed

RANGE STATEMENT	
	<ul style="list-style-type: none"> • digital output • drawn, painted, printed • photographs • sample boards • transitory, for example natural and artificial lighting effects

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

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

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 2 dimensional (2D) forms.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who apply the creative design process to the development of 2-dimensional forms. The unit underpins many other specialised design units.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Source information on 2-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 2-dimensional design 1.2. Evaluate and collate information to build a knowledge of 2-dimensional design
2. Explore the creative design process for 2-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 2-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 2-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 2-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 2-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	<p>communicating the concept or idea</p> <p>3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain ideas and to have discussions about design concepts with others
- literacy skills to read and interpret information about 2-dimensional design
- visual literacy skills to make judgements about the application of the design process to 2-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 2-dimensional forms
- materials, tools and equipment required for the design of 2-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 2-dimensional forms.

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.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> production of a range of samples or concept realisations which show the creative application of processes to 2-dimensional forms knowledge of the design process as it applies to 2-dimensional work.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to the materials resources and equipment needed to apply design processes to 2-dimensional forms.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of samples or concept realisations produced by the candidate and interrogation of the creative process used oral or written questioning to assess knowledge of 2-dimensional design.
Guidance information for assessment	<p>The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

RANGE STATEMENT	
<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>	
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> anecdotal sources, personal observation art and design work books and magazines

RANGE STATEMENT	
	<ul style="list-style-type: none"> • natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> may include:	<ul style="list-style-type: none"> • brainstorming: <ul style="list-style-type: none"> • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: <ul style="list-style-type: none"> • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Experimentation</i> may involve consideration of:	<ul style="list-style-type: none"> • contrast • direction • exploring tonal range to produce illusion of 3-dimensionality • harmony • linear perspective • mark making • modelling volume through marks and tone • pattern

RANGE STATEMENT	
	<ul style="list-style-type: none"> • positive and negative shape • proportion • rhythm • shape • size • texture • tone
<i>Concept or idea</i> to be communicated may relate to a range of activities such as:	<ul style="list-style-type: none"> • advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
<i>Materials, tools and equipment</i> may include:	<ul style="list-style-type: none"> • cardboard • air brushes • cutting blades • digital equipment • found materials • glue • inks and washes • markers • measuring tools • pencils • pens and nibs • range of brushes • range of papers • receptacles • relevant and current software • rulers • scissors • spatulas • sponges • spray guns
<i>Concept realisations or samples</i> may be:	<ul style="list-style-type: none"> • digital output • drawn, painted, printed, collaged • photographs

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

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

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 3 dimensional (3D) forms.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who apply the creative design process to the development of 3-dimensional forms. The unit underpins many other specialised design units.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Source information on 3-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 3-dimensional design 1.2. Evaluate and collate information to build a knowledge of 3-dimensional design
2. Explore the creative design process for 3-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 3-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 3-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 3-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 3-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	<p>communicating the concept or idea</p> <p>3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain ideas and to have discussions about design concepts with others
- literacy skills sufficient to read and interpret information about 3-dimensional design
- visual literacy skills to make judgements about the application of the design process to 3-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 3-dimensional forms
- materials, tools and equipment required for the design of 3-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 3-dimensional forms
- relationships between form and space.

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> production of a range of samples or concept realisations which show the creative application of the processes to 3-dimensional forms knowledge of the design process as it applies to 3-dimensional work.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to the materials resources and equipment needed to apply design processes to 3-dimensional forms.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of samples or concept realisations produced by the candidate and interrogation of the creative process used oral or written questioning to assess knowledge of 3-dimensional design.
Guidance information for assessment	<p>The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

RANGE STATEMENT	
<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>	
<i>Sources of information</i> may	<ul style="list-style-type: none"> anecdotal sources, personal observation

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • art and design work • books and magazines • natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> may include:	<ul style="list-style-type: none"> • brainstorming: <ul style="list-style-type: none"> • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: <ul style="list-style-type: none"> • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Experimentation</i> may involve consideration of:	<ul style="list-style-type: none"> • bending • binding • cutting • folding • mass • moulding and modelling

RANGE STATEMENT	
	<ul style="list-style-type: none"> • pasting and taping • positive and negative forms • proportion • relationships of form to form and form to space • rhythm • shape • size • stitching • stretching • symmetry, asymmetry, balance • tone • twisting
<i>Concept or idea</i> to be communicated may relate to a range of activities such as:	<ul style="list-style-type: none"> • advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
<i>Materials, tools and equipment</i> may include:	<ul style="list-style-type: none"> • brushes • buckets and containers • clamps • clays and other plastic compounds (plasticene, plaster) • cutting tools (scissors, knives blades) • drill • fibres, tape, string • foamcore, polystyrene • found materials • glue • hammer • measuring tools • nails, screws, wire • papers, cardboard and paper pulp • pliers • recycled materials • relevant and current hardware and software • saw • shaping tools (surform blades, planers, modelling and carving tools)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • wood, metal, fabric, plastic
<i>Concept realisations or samples</i> may be:	<ul style="list-style-type: none"> • digital output • fabricated and constructed works • models • prototypes

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

BSBDES304A Source and apply design industry knowledge

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to source, apply and update a general knowledge of the design industry.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who need to source and apply knowledge on the design industry to support professional design practice.</p> <p>The unit acknowledges the concept of a design industry and design as a discrete profession. BSBDES202A Evaluate the nature of design in a specific industry context is more appropriate for those involved in design related activity as part of a broader job role.</p> <p>Design is a practice based on problem solving, aesthetics, materials and processes. It refers to professional design of work involving two dimensions and forms in space which respond to a brief, and may relate to the design of digital media, graphics, illustrative work, industrial designs, events/exhibits, fashion, jewellery, fashion accessories, furniture, furnishing, interior or urban design.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Source and apply information on the structure and operation of the design industry	1.1. Identify and access <i>information on the design industry</i> and professional design practice 1.2. Use and analyse knowledge of the design industry appropriately, to inform own design practice and work
2. Source and apply knowledge on employment obligations and opportunities that impact on designers	2.1. Obtain information on <i>employment obligations and opportunities</i> in the design industry 2.2. Apply knowledge of employment obligations and opportunities appropriately, within day-to-day work activities
3. Seek information on new design technology	3.1. Correctly identify sources of <i>information on new technology</i> affecting different areas of design practice

ELEMENT	PERFORMANCE CRITERIA
	3.2. Investigate relevant technologies to assist effective work performance
4. Update industry knowledge	<p>4.1. Identify and use a range of <i>opportunities to update knowledge of the design industry</i> and monitor current <i>issues of concern</i> to the industry</p> <p>4.2. Share updated knowledge with colleagues and peer group as appropriate, and incorporate into day-to-day work activities</p>
5. Apply information on ethical and legal work practices	<p>5.1. Source <i>information on ethical and legal work practices</i> in the context of design</p> <p>5.2. Share updated knowledge on ethical and legal work practice in day-to-day work activities</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to share industry information in day-to-day activities
- learning and self-management skills to take responsibility for ongoing learning and development
- research and literacy skills to source and interpret industry information.

Required knowledge

- concept of a design industry, what it means, the typical questions and issues about whether a design industry exists, and how a design industry relates to other industries
- copyright, moral rights and intellectual property issues and legislation, and their impact on the design industry
- current and emerging technologies used within the design industry
- design industry including different sectors and their interrelationships, plus the historical development of the industry
- etiquette and ethics as they apply to key design disciplines within the industry
- global nature of design activity
- impact of convergence in the design industry
- key design disciplines, how they interrelate and key roles and responsibilities
- key design industry terminology
- nature, role and functions of unions and employer associations, including rights

REQUIRED SKILLS AND KNOWLEDGE

- and responsibilities of employers and employees
- obligations of employees, including attendance, ethical behaviour, taking directions, confidentiality, work performance, safety and care
- obligations of employers, including safe system of work and non-discrimination
- sources of information on the design industry and ways of maintaining current industry knowledge.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- knowledge of the design industry, design as a profession and the relationship between design and other industries
- application of industry knowledge to work activities, maximising effective performance
- knowledge of ways to maintain currency in design industry trends and practice.

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on the design industry.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of different aspects of the design industry.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

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.

Information on the design industry should relate to:

- different sectors, and products and services available
- economic and social significance of the industry
- industry structure
- prominent design practitioners, companies and practices
- relationship between design and allied industries such as:
 - film, television, radio, digital media
 - journalism
 - manufacturing
 - music
 - photoimaging
 - retail
 - scientific/medical
 - sport
 - tourism
 - visual arts and craft

Employment obligations and opportunities may relate to:

- best practice models
- career opportunities
- professional associations
- roles, responsibilities and employment rights of contracted workers
- unions and employer bodies

Information on new technology may relate to:

- advances in technology and equipment
- likely effects of new technology on current work practices and the structure of the industry
- sources of technical advice and support
- ways of upgrading skills to allow for the use of new technology

RANGE STATEMENT	
<i>Opportunities to update knowledge of the design industry</i> may relate to:	<ul style="list-style-type: none"> • conferences, symposiums, workshops, master classes • discussions with industry practitioners and colleagues • exhibitions/events • expositions • industry associations and organisations • industry functions • industry journals • internet • media • personal observations and experience • policy and procedures manuals • reference manuals • seminars and other professional development opportunities • unions and other sources of industrial relations information
<i>Issues of concern</i> to the industry may be related to:	<ul style="list-style-type: none"> • changing nature of the marketplace • convergence • government initiatives • industry expansion • labour issues
<i>Information on ethical and legal work practices</i> may relate to:	<ul style="list-style-type: none"> • contracts • copyright, moral rights and intellectual property issues • legal requirements • permits

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

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

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to source information on design history and theory, and to apply that information to one's own area of work.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who work in design and need to develop and maintain a general knowledge of design history and theory.</p> <p>More complex research into design theory and design trends is covered by BSBDES602A Research global design trends and BSBDES701A Research and apply design theory.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Collect information on history and theory of design	1.1. Identify and access relevant <i>sources of information</i> on design history and theory 1.2. <i>Organise research material</i> and findings for current or future use in design practice, in a manner which facilitates easy access and cross-referencing
2. Apply information to own area of work	2.1. <i>Evaluate information</i> in the context of current design practice 2.2. Assess ways in which aspects of information on design history and theory could be used or adapted to inform current practice 2.3. Use relevant information in a culturally appropriate way to develop an understanding of own area of work
3. Update and maintain knowledge of design trends	3.1. Identify and use opportunities to update and expand knowledge of design trends and developments 3.2. Incorporate and integrate knowledge into design activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

The following skills must be assessed as part of this unit:

- research and comprehension skills to source, understand and apply information on design history and theory
- research skills to source readily available information on design history and theory.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation as it relates to using information in own work
- current trends in design
- evolution of design
- organisational information practices and their application
- sources of information on design history and theory relevant to own design work.

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.

Overview of assessment

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

Evidence of the following is essential:

- knowledge of the history and theory of design and how this may be applied in design practice
- application of research and evaluation skills.

Context of and specific resources for assessment

Assessment must ensure:

- access to information sources on design history and theory.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE	
	<p>are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of how history and theory have been integrated into a design project undertaken by the candidate • evaluation of a presentation made by the candidate about how design history or theory has influenced work • oral or written questioning to assess knowledge of design history, trends and theory.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
<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>	
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> • cultural, historical, scientific texts • film, video, internet • images, objects • journal articles • oral histories • performances/presentations • philosophical texts • religious and spiritual texts • stories • technical or medium specific information
<i>Information</i> may relate to:	<ul style="list-style-type: none"> • aesthetics • criticism • cultural issues • gender and identity issues

RANGE STATEMENT	
	<ul style="list-style-type: none"> • histories of art, craft and design • histories of performances/presentations and related skills • land and place • new technologies • politics • spiritual concerns • world histories
<i>Organising research material</i> may include:	<ul style="list-style-type: none"> • databases • diagrams, charts • digital storage systems • files, scrapbooks, diaries • mind maps • sketches
<i>Evaluating information</i> may include:	<ul style="list-style-type: none"> • comparing • considering merit • contrasting • critiquing • discussing and debating • reflecting

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

Co-requisite units		

BSBDES401A Generate design solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to generate design solutions in response to a particular design need.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who generate concepts and solutions in response to a design challenge in any industry context. The starting point may be an open or closed brief; a spontaneous idea; modification of an existing product, service, process or system; or a point in an ongoing design process.</p> <p>This unit builds on BSBDES201A Follow a design process, and places greater focus on research, concept generation and collaboration with others as key aspects of the design process.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Define the design challenge	1.1. Determine and evaluate <i>user/client needs</i> 1.2. Clarify <i>specifications, parameters and constraints</i> of the design challenge in consultation with relevant stakeholders 1.3. Articulate the essence of the design challenge in an <i>appropriate format</i>
2. Undertake research to inform the design solution	2.1. Source, evaluate and acknowledge <i>information</i> that may assist in responding to the design challenge 2.2. Consider <i>historical, current and future perspectives and trends</i> that might inform design solutions 2.3. Consider relevant <i>social, economic, environmental, ethical and cultural issues</i> that may impact on design solutions 2.4. Analyse, distil and collate information to inform the development of the design solution
3. Communicate and	3.1. Establish and develop working relationships with

ELEMENT	PERFORMANCE CRITERIA
collaborate with others	<p><i>key stakeholders</i></p> <p>3.2. Seek and integrate input and ideas from others during the design process</p> <p>3.3. Inform key stakeholders about progress of the design and related implications</p> <p>3.4. Negotiate and agree on any changed requirements or modifications</p>
4. Generate ideas and responses to the design challenge	<p>4.1. Reflect on and integrate ideas generated from research and consultation</p> <p>4.2. Use a range of <i>creative thinking techniques</i> to generate different options and ideas</p> <p>4.3. Apply relevant principles of <i>functionality, ergonomics, aesthetics and sustainability</i> to the development of different options</p>
5. Select a design solution	<p>5.1. Develop and use a range of <i>criteria against which to evaluate different options and ideas</i></p> <p>5.2. Select a preferred solution against agreed criteria and in consultation with relevant key stakeholders</p> <p>5.3. Adjust and refine proposed design solution based on research, testing and reflection</p> <p>5.4. Present proposed design solution with appropriate <i>supporting documentation</i> according to project requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to liaise, consult and negotiate with others on potentially complex issues
- creative, critical thinking and problem-solving skills to generate a range of ideas and solutions to a particular design challenge
- research skills to interpret and develop a wide range of visual and written information sources
- planning and organisational skills to collate information, and to coordinate liaison and consultation with others during the design process.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- copyright, moral rights and intellectual property issues and legislation that impact on design in the relevant context
- elements and principles of design and their application in the relevant design context
- features of the wider industry, economic, social and historical context in which design solutions are being generated
- other designs and the work of other design practitioners in the relevant context
- sources of information that support the development of technical and other knowledge
- technical knowledge of the area for which design solutions are being generated - in terms of materials, tools, equipment, techniques and industry processes and procedures.

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.

Overview of assessment

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

Evidence of the following is essential:

- development of a design solution through research, reflection and the generation and refinement of ideas
- effective collaboration with others in the design process
- knowledge of design trends and technologies in the relevant industry context.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect the collaborative nature of the design process
- access to sources of information on design in the relevant industry context.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of a design solution generated by the candidate against an original brief, set of criteria or guiding objectives • evaluation of the process used to reach a design solution in terms of research and ideas generation/refinement • oral or written questioning to assess knowledge of technical and context issues that impact on design in a given industry context.
Guidance information for assessment	<p>The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> <p>Combined assessment with the following unit is appropriate:</p> <ul style="list-style-type: none"> • BSBCRT301A Develop and extend critical and creative thinking skills.

Range Statement

RANGE STATEMENT	
<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>	
<i>User/client needs</i> may be:	<ul style="list-style-type: none"> • expressed in a brief: <ul style="list-style-type: none"> • diagrammatic • verbal • visual • written • expressed in other documentation such as research papers or workplace plans • informally articulated • in need of further research

RANGE STATEMENT	
<i>Specifications, parameters and constraints</i> may relate to:	<ul style="list-style-type: none"> • audience • budgeting and financing • cost of production • medium • purpose • technical issues • timeframes
<i>Appropriate format</i> may include:	<ul style="list-style-type: none"> • drawings or sketches - manual or computer aided design and drafting (CADD) • electronic presentation • verbal presentation • written notes with rationale or description
<i>Information</i> may include:	<ul style="list-style-type: none"> • codes of practice • contractual obligations • historical data • industry standards • legal requirements • specialist information • technological trends and developments
<i>Historical, current and future perspectives and trends</i> may relate to:	<ul style="list-style-type: none"> • industry context • materials • social or ethical issues • sustainability • technologies
<i>Social, economic, ethical and cultural issues</i> may include:	<ul style="list-style-type: none"> • availability of materials, tools or equipment • budgetary issues • community impact • cost of production • customer relationships • government policies • sponsorship opportunities • triple bottom line (people, planet, profit) • workforce relationships
<i>Environmental issues</i> may include:	<ul style="list-style-type: none"> • conservation of resources • energy efficiency • environmental consciousness/green design • recycling • use of renewable resources • waste/by products/emissions

RANGE STATEMENT	
<i>Key stakeholders</i> may include:	<ul style="list-style-type: none"> • client • employer • end user • peers • supervisor • technical experts • work colleagues
<i>Creative thinking techniques</i> may include:	<ul style="list-style-type: none"> • brainstorming: <ul style="list-style-type: none"> • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: <ul style="list-style-type: none"> • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Functionality, ergonomics, aesthetics and sustainability</i> may be related to:	<ul style="list-style-type: none"> • end use and users • production processes
<i>Criteria against which to evaluate different options and ideas</i> may relate to:	<ul style="list-style-type: none"> • access to resources - physical, human or financial • aesthetic appeal • consistency with original brief

RANGE STATEMENT	
	<ul style="list-style-type: none"> • desired level of originality and innovation • ease of manufacture or further development • environmental sustainability • ethical issues • health and safety requirements • impact upon client and community • industry standards and practice • legal issues • level of risk • personal affinity with medium and materials • technological considerations
<i>Supporting documentation</i> may include:	<ul style="list-style-type: none"> • drawings or plans • illustrations • material samples • models • photographs • specifications for production

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

BSBDES403A Develop and extend design skills and practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and extend skills as a practising designer.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to any individual who works as a designer in any industry context. Designers may work independently or be employed by an organisation.</p> <p>Designers must continually refine, develop and evaluate their own conceptual and technical skills. Research, experimentation and collaboration are key factors in this process.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Acquire and develop technical skills	1.1. Plan <i>strategies</i> to ensure the development of appropriate <i>technical skills</i> in design practice 1.2. Plan and use opportunities to develop and assess technical skills 1.3. Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve technical skills 1.4. Develop and extend technical skills through <i>testing capabilities</i> of materials, tools and equipment 1.5. Identify and use <i>relevant media</i> to stimulate technical and professional development
2. Develop conceptual skills and ideas	2.1. Engage in ongoing experimentation and exploration of different ideas and techniques 2.2. Discuss ideas with others and apply knowledge gained to inform own work 2.3. Use work practice to gain experience in a range of genres and interpretations 2.4. Study the work of others to stimulate conceptual and technical skills development 2.5. Research and share ideas across a range of design disciplines 2.6. Identify and use a range of <i>opportunities to develop</i>

ELEMENT	PERFORMANCE CRITERIA
	<i>own skills</i> and keep informed about current design practice
3. Develop own voice	3.1. Explore and experiment with new ideas in making and/or interpreting design work 3.2. Explore and use technology, where appropriate, to develop <i>own voice</i> and expand practice 3.3. Demonstrate own voice through design project realisation
4. Evaluate own work	4.1. Seek and apply constructive criticism from others to improve own work 4.2. Evaluate own work against planned strategy for own practice 4.3. Evaluate own work in the context of work by others in order to extend own practice 4.4. Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes
5. Research work opportunities	5.1. Correctly identify <i>sources of information</i> relating to work opportunities for designers 5.2. Identify <i>networks</i> and <i>promotional opportunities</i> for designers which may be helpful in developing career opportunities 5.3. Incorporate research results and information into own work and career planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to discuss potentially complex ideas and concepts with others and to engage in critical discourse about own work
- creative thinking skills to explore and generate new ideas for design work
- comprehension skills to interpret and communicate a wide range of potentially complex information about design concepts and technologies
- problem-solving skills to explore and develop strategies and solutions to new design challenges and opportunities
- self-management skills to take pro-active responsibility for own professional

REQUIRED SKILLS AND KNOWLEDGE
development.
Required knowledge
<ul style="list-style-type: none"> • current and emerging copyright, moral rights and intellectual property issues and legislation, and their impact on designers • current and emerging designers in the relevant design discipline • current and emerging trends and technologies in the relevant design discipline, and the opportunities and challenges they represent • professional development information and resources available to designers • sources of information relating to work opportunities and career planning.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of own voice through exploring and experimenting with new ideas in making and/or interpreting work • application of planned strategies to develop appropriate skills in design practice • use of discussion and evaluation opportunities to inform and develop technical and conceptual skills.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to the materials, resources and equipment used in the development of technical and conceptual skills in the relevant design context.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of candidate diary or log detailing the

EVIDENCE GUIDE	
	<p>ways in which different experiences and opportunities have been used to develop and extend skills</p> <ul style="list-style-type: none"> • evaluation of bodies of work that demonstrate the progressive development of skills • evaluation of a presentation by the candidate addressing the ways in which a pro-active approach to skills development has been taken.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
<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>	
<p><i>Strategies</i> for developing self as a designer may include:</p>	<ul style="list-style-type: none"> • being involved in a range of relevant design activities • communicating with peers • experimenting • participating in professional development and other learning opportunities • participating in relevant groups or associations • practising • undertaking training courses • working effectively with supervisor • working with a mentor or coach
<p><i>Technical skills</i> may include skills in:</p>	<ul style="list-style-type: none"> • animation • digital/electronic design • entertainment design • fashion/clothing/accessories design • furnishings • furniture design • graphic design

RANGE STATEMENT	
	<ul style="list-style-type: none"> • illustration/technical drawing • interior design • jewellery design • object design • photoimaging • tableware design • other design disciplines
<i>Testing capabilities</i> refers to:	<ul style="list-style-type: none"> • experimenting with innovative applications • extending the possibilities of materials, tools and equipment towards their full potential
<i>Relevant media</i> may include:	<ul style="list-style-type: none"> • catalogues • journals • magazines
<i>Opportunities to develop own skills</i> may include participation in and/or attendance at, some of the following:	<ul style="list-style-type: none"> • competitions • exhibitions • floor talks at galleries • laboratories • lectures, seminars, conferences, symposiums • manufacturing sites • master classes • professional organisations • trade fairs, expositions
Developing <i>own voice</i> includes:	<ul style="list-style-type: none"> • analysing and researching the work of others relevant to selected area of specialisation • analysing conventions, practices and customs in design practice • developing repertoire and knowledge • exploring elements and principles of design
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> • design journals • employer listings • exhibition catalogues and programs • job advertisements • websites • word of mouth
<i>Networks</i> may include:	<ul style="list-style-type: none"> • alumni organisations • colleagues and teachers • consumer organisations • professional associations
<i>Promotional opportunities</i> may	<ul style="list-style-type: none"> • applications to funding bodies

RANGE STATEMENT

include:

- competitions
- demonstrations
- exhibitions
- performances
- trade fairs

Unit Sector(s)**Unit sector****Competency field****Competency field**

Design - Design Process

Co-requisite units**Co-requisite units**

BSBDES502A Establish, negotiate and refine a design brief

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to work pro actively with a client or commissioning organisation to develop and negotiate a design brief.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in any industry or design context where the designer plays a key role in determining the scope and nature of work required. This unit builds on BSBDES402A Interpret and respond to a design brief, which focuses on working with an established brief.</p> <p>Establishment, negotiation and refinement of a design brief requires the integration of highly developed creative thinking, communication and planning skills in a process that may not be linear. Adaptability and effective response to change and new ideas is crucial.</p> <p>In practice, this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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 design requirements	<p>1.1. Identify and make appropriate contact with <i>relevant stakeholders</i> for the design project, in addition to the client</p> <p>1.2. Identify and source <i>information and references relevant to the design project</i></p> <p>1.3. Undertake <i>critical analysis</i> of sources and extract key information to inform the design project</p> <p>1.4. Liaise with client and other key stakeholders to determine <i>overall objectives and parameters</i> for the design project</p> <p>1.5. Pro-actively seek, review and act upon information needed to inform constructive communication with client</p> <p>1.6. Build trust and respect between self and client</p>

ELEMENT	PERFORMANCE CRITERIA
	through effective use of communication skills and demonstration of professional integrity
2. Develop and refine design brief	<p>2.1. Develop concepts and ideas for inclusion in design brief that take account of overall objectives and parameters</p> <p>2.2. Undertake own analysis of concept and challenge ideas and approaches taken to ensure responsiveness to project needs</p> <p>2.3. Present ideas in an <i>appropriate format/medium</i> and seek feedback from key stakeholders</p> <p>2.4. Use effective communication techniques to generate discussion, debate and critical analysis</p> <p>2.5. Re-evaluate and refine options based on own analysis and discourse with others</p> <p>2.6. Establish and agree on final nature and scope of design brief with client and accurately document details</p>
3. Negotiate terms and conditions	<p>3.1. Negotiate and agree <i>terms and conditions</i> of the brief in accordance with relevant <i>organisational and professional standards</i></p> <p>3.2. Clarify, agree and document roles and responsibilities of those involved in the project</p> <p>3.3. Confirm agreements in writing in accordance with <i>organisational requirements</i></p> <p>3.4. Identify the need for and seek specialist advice in developing, formal agreements or contracts where appropriate</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, presentation and negotiation skills to work with clients to establish and refine design briefs
- creative thinking skills to generate and develop concepts and ideas for the design brief, including responses to situations where parameters may be quite broad and open or very restrictive

REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to research and evaluate a wide range of source materials for the development of ideas and concepts
- numeracy skills to develop realistic costings for realisation of design concept
- planning and organisational skills to guide and coordinate the process of negotiating and finalising a design brief
- problem-solving skills to pro-actively identify and develop effective solutions to complex challenges of a varied and unpredictable nature
- self-management skills to take responsibility for driving and guiding the brief negotiation process.

Required knowledge

- copyright, moral rights and intellectual property issues and legislation that impact on design in the relevant work context
- legal issues that affect negotiations and contracts in the relevant work context
- scope, nature and potential variations within design briefs relevant to a specific context
- sources of information that inform the development of design concepts within a specific industry context.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- practical demonstration of skills through the development and finalisation of at least two design briefs for a specific industry purpose
- effective collaboration and communication skills to work with others to develop and refine a design brief
- knowledge of the design process within the specific industry context/design discipline.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate equipment and media to communicate and present ideas and concepts
- access to sources of information relevant to the

EVIDENCE GUIDE	
	<p>industry context</p> <ul style="list-style-type: none"> interaction with and involvement of others to reflect the collaborative nature of the work, and the communication and negotiation skills required.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of a design brief in which the candidate has played a significant development role evaluation of reports prepared by the candidate detailing the processes undertaken for establishing and refining the design brief, including challenges faced and lessons learned for the future observation of discussions and negotiations with client and other stakeholders oral or written questioning to assess knowledge of the process and issues surrounding legislation, industry context, sources of information evaluation of candidate response to different scenarios to assess ability to adapt approach to different client requirements and contexts.
Guidance information for assessment	<p>The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> any specialised design unit.

Range Statement

RANGE STATEMENT
<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>

RANGE STATEMENT	
<i>Relevant stakeholders</i> in addition to the client may include:	<ul style="list-style-type: none"> • authorities such as local council for outdoor event design • creative specialists • other designers • others involved in the project • production teams • technical specialists • venue managers
<i>Information and references relevant to the design project</i> may include:	<ul style="list-style-type: none"> • environment • financial information • legislative and regulatory requirements • music and/or film/video • oral history • organisational information • photographs and other artworks • project team members • promotional material • technical reports/data • texts and other written references • work of other designers/artists
<i>Critical analysis</i> may involve:	<ul style="list-style-type: none"> • considering how ideas may be adapted • considering how ideas may be challenged • drawing links between references and potential designs • evaluating work of other designers • making judgements about potential ideas in relation to the budget and available resources • making judgements about relevance of information and ideas
<i>Overall objectives and parameters</i> may relate to:	<ul style="list-style-type: none"> • audience • availability of materials, tools, equipment and human resources • budget constraints • conflicting competing demands • environmental sustainability • organisational vision • presentation venue/context • sponsorship • timeframe • triple bottom line (people, planet, profit)

RANGE STATEMENT	
<i>Appropriate format/medium</i> for presentation of ideas may include:	<ul style="list-style-type: none"> • checklists • digital presentation • drawings • electronic presentations • graphic formats • models • paintings • photographs • plans • prototypes • verbal description/oral presentation • video • visual diagrams
<i>Terms and conditions</i> may relate to:	<ul style="list-style-type: none"> • conceptual parameters • contracts • deliverables • legal and financial issues such as processes to be used • ownership and copyright • reporting • technical requirements • time lines
<i>Organisational and professional standards</i> may include:	<ul style="list-style-type: none"> • industry-accepted fee schedules • industry standards for written agreements • requirements for written agreements
<i>Organisational requirements</i> for confirming agreements may include:	<ul style="list-style-type: none"> • approval and ongoing communication processes

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

BSBDES601A Manage design realisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage the process of taking a design from concept to final realisation or production.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in any industry context or design discipline who take responsibility for turning design concept into reality - a product or service of value to the end user. This person could be an individual designer-maker or a designer working as part of a larger design/production team.</p> <p>The unit has a strong focus on planning, implementation and monitoring skills, combined with a sound knowledge of design and production issues and challenges in a given context.</p> <p>In practice this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Plan realisation of the design	<p>1.1. Collect, analyse and maintain <i>relevant information on the design</i></p> <p>1.2. Discuss and agree on <i>standards of work and monitoring requirements</i> with <i>appropriate stakeholders</i></p> <p>1.3. Develop clear plan and schedule for design realisation, including key roles and responsibilities linked to time lines and budget</p>
2. Implement and monitor realisation of the design	<p>2.1. Organise and/or allocate <i>resources</i> to achieve the realisation of design within required standards, timeframes and budget</p> <p>2.2. Liaise with others involved in design realisation to ensure obligations and quality standards are met within time, budget and technical resources</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3. Maintain accurate, relevant and complete documentation in accordance with agreed standards</p> <p>2.4. Monitor process to ensure integrity of design is maintained at all times, including through the process of challenging and interrogating own design work</p> <p>2.5. Promptly identify difficulties or problems that arise in relation to realisation of the design and take action to rectify the situation</p>
3. Liaise and negotiate with stakeholders	<p>3.1. Establish and maintain appropriate communication channels with relevant stakeholders</p> <p>3.2. Pro-actively seek and provide information to facilitate effective design realisation</p> <p>3.3. Adhere to agreed terms and conditions or negotiate appropriate changes in light of changed circumstances</p> <p>3.4. Negotiate and agree on revisions with relevant parties in a professional manner, to enhance quality of outcome</p>
4. Complete design process	<p>4.1. Finalise design outcomes in accordance with terms and conditions</p> <p>4.2. Seek feedback from key stakeholders on finished design and make final adjustments as agreed</p> <p>4.3. Evaluate completed design in relation to own work and overall process, to inform future practice</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills to lead and participate in effective client/principal, stakeholder and project team liaison during design realisation
- creative thinking skills to generate new or adapted ideas in response to realisation challenges
- literacy skills to research and evaluate a wide range of source materials on design and to complete relevant design documentation
- numeracy skills to manage budgets

REQUIRED SKILLS AND KNOWLEDGE

- planning and organisational skills to coordinate and lead potentially complex processes involving a range of interrelated factors and challenges
- problem-solving and decision making skills to develop and implement solutions to unpredictable problems.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation that impact on design work in the relevant industry context at a managerial level
- occupational health and safety requirements relevant to the particular work context/design discipline
- production/realisation processes as they apply to designs in a particular industry context or design discipline including materials, tools, equipment and processes
- quality assurance for design concept realisation applicable to the specific industry context/design discipline.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- planning and implementation of design realisation so that finished product or service meets the requirements of design brief
- effective communication and negotiation skills in relation to working with others for design realisation
- knowledge of the design process in the specific industry context/design discipline.

Context of and specific resources for assessment

Assessment must ensure:

- access to resources, tools, materials and equipment for realisation of a design in specific context
- access to a design concept that the candidate can take to realisation stage
- interaction with and involvement of others to reflect the collaborative nature of the unit and the communication and negotiation skills required.

EVIDENCE GUIDE	
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of finished products or services where the candidate has managed the realisation process • evaluation of progress reports or completion reports prepared by the candidate • evaluation of candidate reports on the realisation process highlighting different management techniques used, challenges in the process and how these were addressed.
Guidance information for assessment	<p>The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • any specialised design unit.

Range Statement

RANGE STATEMENT	
<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>	
<i>Relevant information on the design</i> may include:	<ul style="list-style-type: none"> • artwork • brief • checklists • financial data • models • production data • prototypes • specifications • technical data

RANGE STATEMENT	
	<ul style="list-style-type: none"> • visual diagrams • working drawings
<i>Standards of work and monitoring requirements</i> may relate to:	<ul style="list-style-type: none"> • budget targets • creative issues • legal issues • reporting requirements • technical quality • timeframes
<i>Appropriate stakeholders</i> may include:	<ul style="list-style-type: none"> • client • community • others on whom the design will impact, for example technical or production personnel • others working on the design realisation process • supervisor/manager
<i>Resources</i> may include:	<ul style="list-style-type: none"> • financial • human • physical
<i>Documentation</i> to be maintained may include:	<ul style="list-style-type: none"> • digital records and presentations • financial reports • models • photographs • progress reports • prototypes • records of work • working drawings
<i>Difficulties or problems</i> may relate to:	<ul style="list-style-type: none"> • budgetary overruns • conceptual issues • legal issues • scheduling problems • technical quality
<i>Communication channels</i> may include:	<ul style="list-style-type: none"> • electronic updates • inspections • project meetings • telephone discussions

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

BSBDES602A Research global design trends

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate global design trends.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who need to maintain a current and comprehensive knowledge of global design trends to inform their own professional practice. Often the individual would be a designer, but the unit may also be relevant to those who work in related management, marketing and production areas.</p> <p>The unit focuses on research and analysis of information and ideas at a complex level, plus the evaluation and extension of one's own professional skills.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Research design trends	1.1. Analyse and select <i>formal and informal research strategies</i> to source <i>information on global design trends</i> 1.2. Identify and explore <i>new and alternative sources</i> 1.3. Evaluate the credibility of information gathered and ensure research scope is sufficiently broad
2. Analyse design trends to inform own practice	2.1. Use information to challenge and extend own perspectives and ways of thinking 2.2. Examine and assess the implications and consequences of design trends on own work 2.3. Use <i>critical analysis</i> to identify creative or commercial opportunities presented by emerging trends and technologies 2.4. Develop systems to identify and respond to future opportunities
3. Develop and articulate positions	3.1. Develop <i>substantiated positions and ideas</i> in

ELEMENT	PERFORMANCE CRITERIA
and ideas	<p>relation to global design trends</p> <p>3.2. Generate informed discussion, debate and critical analysis with peers and colleagues</p> <p>3.3. Use debate and feedback as a way of challenging and refining own positions</p>
4. Extend own design skills	<p>4.1. Pro-actively identify and use opportunities presented by research to extend own design skills</p> <p>4.2. Re-evaluate and refine approaches to work in the context of current and emerging trends</p> <p>4.3. Use practice, discussion and ongoing evaluation to continuously improve skills</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to articulate and debate conceptual or technical ideas
- critical thinking skills to distil and synthesise information from varied sources and to develop own positions and ideas on a complex range of issues
- literacy skills to research complex, varied and unfamiliar information sources
- planning and organisational skills to undertake the research process.

Required knowledge

- broad global design trends that apply to all design disciplines
- business implications/consequences of adopting trends and emergent technologies
- copyright/moral/intellectual property issues associated with research and with design more broadly
- design industry networks and professional development opportunities - local, national and international
- research methodologies and options
- sources of information on global design, design trends and broader references that may inform emerging and innovative design practice
- specific current and emerging design technologies and trends (at a global level) in at least one area of design.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> conducting research on a complex range of design issues, trends and ideas analysing, critiquing and synthesising complex sources to develop own positions and ideas design research knowledge of copyright/moral/intellectual property issues associated with research and with design more broadly.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> use of a current and varied range of familiar and unfamiliar information sources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of research undertaken by the candidate in terms of scope, depth and the level of critical thinking applied direct observation of candidate debating issues arising from research into global design trends oral or written questioning to assess knowledge of global design trends in terms of depth and complexity.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

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.

Formal and informal research strategies may include:

- formal study
- participating actively in relevant industry associations
- participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals
- participating in professional development and other learning opportunities
- reading current literature, including specialist journals and industry magazines
- web research

Information on global design trends may relate to:

- best practice examples
- emerging and future technology
- history
- philosophy
- role of design in the broader social, economic and political environment
- sustainability

New and alternative sources may include:

- inspirations from nature
- work from other areas of community or business activity for example:
 - artists
 - authors
 - business people
 - entertainers
 - film makers
 - historians
 - philosophers
 - photographers
 - scientists

Critical analysis may include:

- analysing and evaluating actions and policies
- clarifying issues, values and standards

RANGE STATEMENT	
	<ul style="list-style-type: none"> • comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • reading and listening critically
<i>Substantiated positions and ideas</i> may be those which are:	<ul style="list-style-type: none"> • grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Design - Design Process
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Co-requisite units

Co-requisite units		

BSBFIA301A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of financial records to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Maintain daily financial records	<p>1.1. Correctly maintain daily financial records and in accordance with <i>organisational requirements</i> for accounting purposes</p> <p>1.2. Identify and rectify or refer <i>discrepancies</i> or errors in <i>documentation</i> or transactions to <i>designated persons</i> in accordance with organisational requirements</p> <p>1.3. Accurately credit and debit transactions and promptly enter into <i>journals</i> in accordance with organisational requirements</p>
2. Maintain general ledger	<p>2.1. Maintain general ledger in accordance with organisational requirements</p> <p>2.2. Post <i>transactions</i> into general ledger in accordance with organisational reporting requirements</p> <p>2.3. <i>Reconcile systems for accounts payable and receivable</i> with general ledger</p> <p>2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements</p>
3. Monitor cash control	<p>3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements</p> <p>3.2. Make and receive <i>payments</i> in accordance with</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>organisational requirements</p> <p>3.3. Collect or follow-up outstanding accounts within designated time lines</p> <p>3.4. Check payment documentation for accuracy of information and despatch to creditors within <i>designated time line</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to identify financial information; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information
- communication skills to clarify information and to refer errors or discrepancies to appropriate people
- numeracy skills to read and interpret financial data and to prepare cash analysis sheets
- problem-solving skills to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- organisational policies and procedures relating to maintaining financial records
- definition of credits/creditors and debits/debtors
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying and responding to discrepancies and errors transferring and recording financial data accurately reconciling expenditures and revenue knowledge of organisational policies and procedures relating to maintaining financial records.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources examples of source documents relating to financial record keeping.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of identification and rectification or referral of discrepancies or errors in documentation or transactions analysis of responses to case studies and scenarios demonstration of techniques oral or written questioning to assess knowledge of financial record keeping examples of financial documentation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> general administration units other financial administration units.

Range Statement

RANGE STATEMENT

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.

<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> designated time lines guidelines for reconciling journals legal and organisational policies, guidelines and requirements OHS policies, procedures and programs procedures for totalling adjusted journals quality assurance and/or procedures manuals resolution procedures security procedures
<i>Discrepancies</i> may relate to:	<ul style="list-style-type: none"> bank charges dishonoured cheques errors in transposing between source documents and journals interest
<i>Documentation</i> may include:	<ul style="list-style-type: none"> purchase credit notes purchase invoices sales credit notes sales invoices
<i>Designated persons</i> may include:	<ul style="list-style-type: none"> bank line management organisation's authorisations department statutory body supervisor
<i>Journals</i> may include:	<ul style="list-style-type: none"> cash payments cash receipts purchases and purchase returns sales and sales returns
<i>Transactions</i> may include:	<ul style="list-style-type: none"> commencing business entries correction of posting errors interest expense

RANGE STATEMENT	
	<ul style="list-style-type: none"> • interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
<i>Reconciling systems for accounts payable and receivable</i> may include:	<ul style="list-style-type: none"> • checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
<i>Payments</i> may include:	<ul style="list-style-type: none"> • cash • cheque • credit card • direct debit
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • by month end • monthly • within agreed period • within organisational deadline

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Administration
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Co-requisite units

Co-requisite units		

BSBFLM303C Contribute to effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers have a key role in contributing to efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.</p> <p>At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.</p> <p>This unit is related to BSBWOR401A Establish effective workplace relationships.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units		

Employability Skills Information

Employability skills	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. Seek, receive and communicate information and ideas	1.1. Collect <i>information</i> associated with the achievement of work responsibilities from appropriate <i>sources</i> 1.2. Communicate ideas and information to <i>diverse audiences</i> in an appropriate and sensitive manner 1.3. Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes 1.4. Facilitate <i>consultation processes</i> to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team 1.5. Promptly deal with and resolve issues raised, or refer them to <i>relevant personnel</i>
2. Encourage trust and	2.1. Treat people with integrity, respect and empathy

ELEMENT	PERFORMANCE CRITERIA
confidence	<p>2.2. Encourage effective relationships within the framework of <i>the organisation's social, ethical and business standards</i></p> <p>2.3. Gain and maintain the trust and confidence of <i>colleagues, customers and suppliers</i> through competent performance</p> <p>2.4. Adjust interpersonal styles and methods in relation to the organisation's social and cultural environment</p>
3. Identify and use networks and relationships	<p>3.1. Identify and utilise <i>workplace networks</i> to help build relationships</p> <p>3.2. Identify and describe the value and benefits of networks and other work relationships for the team and the organisation</p>
4. Contribute to positive outcomes	<p>4.1. Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements</p> <p>4.2. Support colleagues in resolving work difficulties</p> <p>4.3. Regularly review <i>workplace outcomes</i> and implement improvements in consultation with relevant personnel</p> <p>4.4. Identify and resolve <i>poor work performance</i> within own level of responsibility and according to organisational policies</p> <p>4.5. Deal constructively with conflict, within the organisation's established processes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- coaching and mentoring skills to provide support to colleagues
- functional literacy skills to access and use workplace information
- relationship management and communication skills to:
 - interpret information from a variety of people
 - respond to unexpected demands from a range of people

REQUIRED SKILLS AND KNOWLEDGE

- gain the trust and confidence of colleagues
- deal with people openly and fairly
- forge effective relationships with internal and/or external people.

Required knowledge

- principles and techniques associated with relationship management, including:
 - developing trust and confidence
 - behaving consistently in work relationships
 - identifying the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing networks
 - identifying and resolving problems
 - handling conflict
 - managing poor work performance
 - monitoring and improving work relationships
 - using anti-discrimination/bias strategies and making contributions
- relevant legislation from all levels of government that may affect business operation, especially in regard to:
 - occupational health and safety and environmental issues
 - equal opportunity
 - industrial relations
 - anti-discrimination.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- using culturally appropriate communication techniques to share work-based information with teams and individuals in accordance with organisation policies
- developing networks and building team relationships

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> regularly reviewing workplace outcomes to identify and resolve issues and implement improvements within own level of responsibility and according to organisational policies.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge and understanding of principles of relationship management and organisation's social, ethical and business standards presentation of examples of actions taken by the candidate to build networks and contribute to positive workplace relationships and outcomes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other management or frontline management units.

Range Statement

RANGE STATEMENT	
<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>	
<i>Information</i> may include:	<ul style="list-style-type: none"> archived, filed and historical background data electronic or manual transmission individual and team performance data marketing and customer-related data

RANGE STATEMENT	
	<ul style="list-style-type: none"> • organisation policies and procedures • planning and organisational documents including the outcomes of continuous improvement and quality assurance • written or verbal communications
<i>Sources</i> of information may be:	<ul style="list-style-type: none"> • external, such as: <ul style="list-style-type: none"> • external customers • web based resources • reports • internal, such as: <ul style="list-style-type: none"> • supervisors, managers and peers • organisation policies and procedures • workplace documents
<i>Diverse audiences</i> may include:	<ul style="list-style-type: none"> • persons with specific social, cultural and other needs that require a range of strategies and approaches including adjusting communication
<i>Consultation processes</i> may include:	<ul style="list-style-type: none"> • feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunity for employees to contribute ideas and information
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • OHS committees and OHS representatives • people with specialist responsibilities • supervisors, managers and other employees • union representatives/groups
<i>The organisation's social, ethical and business standards</i> may refer to:	<ul style="list-style-type: none"> • implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community • rewards and recognition for high performing staff • standards expressed in legislation and regulations such as anti-discrimination legislation • written standards such as those expressed in: <ul style="list-style-type: none"> • vision and mission statements • policies • code of workplace conduct/behaviour • dress code • statement of workplace values

RANGE STATEMENT	
<i>Colleagues, customers and suppliers</i> may include:	<ul style="list-style-type: none"> • employees at the same level and more senior managers • internal and external contacts • people from a wide variety of social, cultural and ethnic backgrounds • team members
<i>Workplace networks</i> may be:	<ul style="list-style-type: none"> • formal or informal • individuals or groups • internal or external • structured or unstructured
<i>Workplace outcomes</i> may include:	<ul style="list-style-type: none"> • OHS processes and procedures • performance of the work team
<i>Poor work performance</i> may relate to:	<ul style="list-style-type: none"> • self or work team; or it may extend to the organisation as a whole

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Frontline Management
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Co-requisite units

Co-requisite units	

BSBFLM309C Support continuous improvement systems and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit specifies the outcomes required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, on monitoring and reporting on specified outcomes and on supporting opportunities for further improvements.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit replaces BSBFLM309A Support continuous improvement systems and processes.</p> <p>Frontline managers have an active role in supporting continuous improvement processes in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important responsibility in influencing the ongoing development of the organisation.</p> <p>At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.</p> <p>Consider co-assessment with BSBFLM305C Support operational plan, BSBFLM312C Contribute to team effectiveness, BSBCUS301A Deliver and monitor a service to customers, BSBCMN311B Maintain workplace safety, and BSBFLM311C Support a workplace learning</p>
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	environment.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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. Contribute to continuous improvement systems and processes	<p>1.1. Actively encourage and support team members to participate in decision making processes and to assume responsibility and exercise initiative</p> <p>1.2. <i>Communicate</i> the organisation's <i>continuous improvement processes</i> to individuals and teams</p>

ELEMENT	PERFORMANCE CRITERIA
	1.3. Effectively utilise <i>mentoring and coaching</i> to ensure that individuals/teams are able to support the organisation's continuous improvement processes
2. Monitor and report on specified outcomes	2.1. Utilise the organisation's <i>systems</i> and <i>technology</i> to monitor team progress and to identify ways in which planning and operations could be improved 2.2. Apply continuous improvement techniques and processes to improve <i>customer service</i>
3. Support opportunities for further improvement	3.1. Communicate <i>agreed recommendations</i> for improvements in achieving the business plan to team members 3.2. Document and use work performance to identify opportunities for further improvement 3.3. Maintain records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- research, analysis, interpretation and reporting skills
- monitoring and evaluation skills
- communication skills to:
 - gain the commitment of individuals and teams to continuous improvement
 - deal with people openly and fairly
 - use consultation skills effectively
- skills to consolidate opportunities for improvement
- coaching and mentoring skills to provide support to colleagues

Required knowledge

- legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal

REQUIRED SKILLS AND KNOWLEDGE

- opportunity, industrial relations and anti-discrimination
- principles and techniques of:
 - continuous improvement systems and processes
 - benchmarking
 - best practice
- benefits of continuous improvement
- quality approaches which the organisation may implement
- methods that can be used in continuous improvement
- barriers to continuous improvement
- recording, reporting and recommendation processes to facilitate continuous improvement applied within the organisation

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- examples of actions taken by the candidate to support continuous improvement including:
- use of work performance to identify improvement
- adjusted plans to reflect changes
- effective communication to all stakeholders
- use of technology to monitor operational progress
- application of suitable recordkeeping processes.

Context of and specific resources for assessment

Assessment must ensure:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace
- that this unit is assessed in the workplace or in a closely simulated work environment.

Method of assessment

A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of records supporting the organisation's continuous improvement systems and processes, such as: <ul style="list-style-type: none"> • contributions to organisational policies and procedures • contributions to procedures and policies for dealing with continuous improvement processes, and related codes of conduct • actions taken to address information collection, retrieval and use in the workplace • actions taken to address issues and problems within work team • actions taken to address methods of reporting information • learning and development plans for team members • materials developed for coaching, mentoring and training • induction programs developed and/or delivered • actions taken to address internal and external information management issues • reviews of people management • advice and input into management decisions related to continuous improvement • records of people management lessons learned.
Guidance information for assessment	This unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team, and as part of a holistic assessment activity.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Italicised** wording, if used in the performance criteria, is detailed below. Essential operating

RANGE STATEMENT	
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.	
Legislation, codes and national standards relevant to the workplace may include:	<ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice.
<i>OHS considerations</i> may include:	<ul style="list-style-type: none"> • provision of information about OHS legislative requirements and guidelines, and the organisation's OHS policies, procedures and programs • participation in the regular update of OHS systems and procedures • implementation of the continuous improvement processes of the OHS management system • changes to work practices, procedures and the working environment which impact on OHS • organisation's responsibilities to customers and suppliers.
Methods used to <i>communicate</i> with individuals and team may include:	<ul style="list-style-type: none"> • verbal, written or electronic communications • on-the-job mentoring and coaching.
<i>Continuous improvement processes</i> may include:	<ul style="list-style-type: none"> • policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • cyclical audits and reviews of workplace, team and individual performance • seeking and considering feedback from a range of stakeholders • modifications and improvements to systems, processes, services and products • evaluations and monitoring of effectiveness.
<i>Mentoring and coaching</i> may refer to:	<ul style="list-style-type: none"> • teaching another member of the team, usually focusing on a specific work task or skill • providing feedback, support and

RANGE STATEMENT	
	encouragement on a range of matters <ul style="list-style-type: none"> • providing assistance with problem solving.
<i>Systems</i> may include:	<ul style="list-style-type: none"> • organisation policies and procedures • web based communication devices • attendance at forums, meetings • newsletters and reports.
<i>Technology</i> may include:	<ul style="list-style-type: none"> • computerised systems and software such as databases, project management and word-processing • telecommunications devices • any other technology used to carry out work roles and responsibilities.
<i>Customer service</i> may be:	<ul style="list-style-type: none"> • internal or external, to existing or new clients • identifying needs and priorities in delivering a service to customers • understanding of different levels of customer satisfaction.
<i>Agreed recommendations</i> may be:	<ul style="list-style-type: none"> • identified improvements arising from the continuous improvement process • determined in accordance with organisational policies and procedures

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and leadership - Frontline Management
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Co-requisite units

Co-requisite units	
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Co-requisite units		

BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.</p> <p>The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	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. Organise learning to use information or knowledge management system	1.1. Identify learning needs of <i>relevant personnel</i> and <i>stakeholders</i> for input into, and use of, <i>an information or knowledge management system</i> 1.2. Identify and secure human, financial and physical resources required for <i>learning activities</i> to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of <i>policies and procedures for the information or knowledge management system</i> are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3. Monitor integration and alignment with data and information systems</p> <p>2.4. Collect information on achievement of <i>performance measures</i></p> <p>2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required</p>
3. Review use of information or knowledge management system	<p>3.1. Analyse effectiveness of system and report on strengths and limitations of the system</p> <p>3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes</p> <p>3.3. Make recommendations for improvement to system, policy or work practices</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
 - privacy and confidentiality legislation
 - freedom of information legislation
 - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
 - records management
 - information management
 - customer service
 - commercial confidentiality
- organisational operations, and existing data and information systems.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to system access to system user feedback.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of written reports reviewing and evaluating information or knowledge management systems direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentations oral or written questioning to assess knowledge of relevant organisational policies and procedures review of identified learning needs personnel and stakeholders regarding the information or knowledge management system evaluation of monitoring and documentation about the effectiveness of learning activities analysis documentation reporting on the strengths and limitations of the system review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- other units from the Diploma of Management.

Range Statement**RANGE STATEMENT**

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.

Relevant personnel include:

- managers, leaders, supervisors and coordinators
- owners
- staff, team members and colleagues

Stakeholders include:

- clients and customers
- employee representatives
- funding bodies
- industry, professional and trade associations
- regulatory bodies and authorities
- sponsors
- tenderers, suppliers and contractors

Information or knowledge management is defined as:

- equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation

An information or knowledge management system:

- comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders

Learning activities include:

- coaching and mentoring programs
- help desks
- information sessions, briefings, workshops and training programs
- paper-based or electronic (including intranet)

RANGE STATEMENT	
	learning opportunities <ul style="list-style-type: none"> • use of expert workers such as coaches and mentors to help other personnel use the system
<i>Policies and procedures for the information or knowledge management system</i> cover:	<ul style="list-style-type: none"> • complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
<i>Performance measures</i> include:	<ul style="list-style-type: none"> • key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBINN201A Contribute to workplace innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to make a pro active and positive contribution to workplace innovation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in any industry or community context, in both small and large organisations. They take a pro active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, the nature of this process requires the application of discretion, judgement and effective interpersonal skills.</p> <p>The unit assumes that there is wider organisational and management support for innovation and for individuals at all levels to contribute to the innovation process.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units		

Employability Skills Information

Employability skills	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. Identify opportunities to do things better	1.1. Be aware of <i>own role</i> in workplace innovation 1.2. Pro-actively identify <i>opportunities for improvement</i> in own area of work 1.3. Gather and review <i>information which may be relevant to ideas</i> and which might assist in gaining support for ideas
2. Discuss and develop ideas with others	2.1. Identify <i>people who could provide input</i> into ideas for improvements 2.2. Select the <i>best way of approaching people</i> to begin sharing ideas 2.3. Seek <i>feedback</i> on improvement of ideas, and discuss and develop <i>options and possible variations</i> 2.4. Review and select ideas for follow-up based on feedback and further review
3. Address the	3.1. Take action to implement <i>routine changes</i> in

ELEMENT	PERFORMANCE CRITERIA
practicalities of change	<p>consultation with others and within scope of own responsibility</p> <p>3.2. Identify and articulate <i>issues and practical processes</i> for implementing proposed ideas</p> <p>3.3. Present ideas and practical suggestions to the appropriate people about how improvements could be made</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to liaise with other team members, to discuss a range of ideas and to be open to different opinions
- comprehension skills to review and interpret information from a wide range of sources
- organisational skills to articulate practical processes and actions for change
- problem-solving skills to identify and anticipate problems at a practical operational level and to develop possible solutions.

Required knowledge

- role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context
- role of individuals in suggesting and making improvements and the importance of pro-active involvement
- positive impacts and the challenges of change and innovation
- types of changes that can occur as a result of effective individual participation
- typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- ways in which improvements and change can be suggested to maximise likelihood of support.

Evidence Guide

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • generation of practical ideas in response to a specific workplace situation • effective and open interaction with others to discuss and develop ideas • knowledge and understanding of the role of individuals in contributing to workplace innovation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with others to reflect the collaborative nature of the improvement/innovation process.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in brainstorming, discussions and other collaborative activities to develop ideas • evaluation of candidate's ability to generate ideas to address a range of practical operational situations • evaluation of feedback from other people involved in the collaborative process about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the role of innovation, the role of individuals in the innovation process and the types of techniques that can be used.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT

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.

<i>Own role</i> may relate to:	<ul style="list-style-type: none"> • current organisational practice in relation to new ideas • knowledge of ways to suggest new ideas • scope of individual discretion and freedom in relation to new ideas • who needs to be involved in the process
<i>Opportunities for improvement</i> may relate to:	<ul style="list-style-type: none"> • changes in the physical work environment • different storage or maintenance procedures • different ways of communicating within the team • introduction of new technology • job role changes • new customer base • new work practices or services • staffing changes • work processes and procedures
<i>Information which may be relevant to ideas</i> may include:	<ul style="list-style-type: none"> • examples of similar approaches in other contexts or organisations • media articles about similar ideas • notes about how the idea could improve efficiency or service levels • pricing information
<i>People who could provide input</i> may include those who might:	<ul style="list-style-type: none"> • challenge and test the ideas • have supervisory or management responsibility • promote the ideas to others • provide technical knowledge • resource the ideas going forward • review any budgetary implications • work in the same area
<i>Best way of approaching people</i> may be influenced by:	<ul style="list-style-type: none"> • degree of formality required • location of people (e.g. may not be on-site) • need for any supporting documentation

RANGE STATEMENT	
	<ul style="list-style-type: none"> time pressures and priorities
<i>Feedback</i> could be gained in a range of ways and may include:	<ul style="list-style-type: none"> asking questions talking to colleagues or supervisors using brainstorming techniques using 'what if' scenarios
<i>Options and possible variations</i> development may occur by:	<ul style="list-style-type: none"> considering resources needed considering time required taking on board ideas from other people thinking through all aspects of the ideas whole new concepts that come out of discussions
<i>Routine changes</i> may include:	<ul style="list-style-type: none"> adjustments to work practices with minimal impact on others or within a small team changes that do not require management approvals changes that have the support of management and for which authority is given for immediate action to be taken
<i>Issues and practical processes</i> may relate to:	<ul style="list-style-type: none"> any approvals required cost of implementation internal politics need for a planned communication approach (internal or external) personalities and philosophies of others in the workplace relationship of the idea to organisation priorities

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Innovation
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Co-requisite units

Co-requisite units		

BSBITU101A Operate a personal computer

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge of personal computer operation in preparation for working in a broad range of settings.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Start computer, system information and features	1.1. Adjust workspace, furniture and equipment to suit user <i>ergonomic requirements</i> 1.2. Ensure <i>work organisation</i> meets organisational and <i>occupational health and safety (OHS) requirements</i> for computer operation 1.3. Start computer or log on according to user procedures 1.4. Identify basic functions and features using system information 1.5. Customise desktop configuration, if necessary, with assistance from appropriate persons 1.6. Use help functions as required
2. Navigate and manipulate desktop environment	2.1. Open, close and access features by selecting correct <i>desktop icons</i> 2.2. Open, resize and close desktop windows by using correct window functions and roles 2.3. Create shortcuts from the desktop, if necessary, with assistance from appropriate persons
3. Organise files using basic directory and folder structures	3.1. Create folders/subfolders with suitable names 3.2. Save files with suitable names in appropriate folders 3.3. Rename and move folders/subfolders and files as required 3.4. Identify folder/subfolder and <i>file attributes</i> 3.5. Move folders/subfolders and files using cut and paste, and drag and drop techniques 3.6. Save folders/subfolders and files to <i>appropriate</i>

ELEMENT	PERFORMANCE CRITERIA
	<p><i>media</i> where necessary</p> <p>3.7. Search for folders/subfolders and files using appropriate software tools</p> <p>3.8. Restore deleted folder/subfolders and files as necessary</p>
4. Print information	<p>4.1. Print information from installed printer</p> <p>4.2. View progress of print jobs and delete as required</p> <p>4.3. Change default printer if installed and required</p>
5. Shut down computer	<p>5.1. Close all open applications</p> <p>5.2. Shut-down computer according to user procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents
- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback
- problem-solving skills to solve routine problems in the workplace, while under direct supervision
- technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer
- basic typing techniques and strategies.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - OHS
- basic ergonomics of computer use
- main types and parts of computers, and basic features of different operating systems
- suitable file naming conventions.

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.

Overview of assessment

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

Evidence of the following is essential:

- navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- knowledge of organisational requirements for simple documents and filing conventions
- application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of workplace documentation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- demonstration of techniques
- oral or written questioning to assess knowledge of computer operations and functions
- review of shortcuts created
- review of folders/subfolders created.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBITU102A Develop keyboard skills
- other general administration units.

Range Statement

RANGE STATEMENT

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.

<i>Ergonomic requirements</i> may include:	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<i>Work organisation</i> may include:	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing
<i>Occupational health and safety requirements</i> may include:	<ul style="list-style-type: none"> • OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customisation requirements • statutory requirements
<i>Desktop icons</i> include:	<ul style="list-style-type: none"> • directories/folders • files • network devices • recycle bin and waste basket
<i>File attributes</i> include:	<ul style="list-style-type: none"> • dates • size
<i>Appropriate media</i> may include:	<ul style="list-style-type: none"> • CDs • diskettes • local hard drive • other locations on a network • USB/ Flash/Thumb drives • zip disks

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units		

BSBITU306A Design and produce business documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Select and prepare resources	1.1. Select and use appropriate <i>technology</i> and <i>software</i> applications to produce required <i>business documents</i> 1.2. Select layout and style of publication according to information and <i>organisational requirements</i> 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organisational requirements 2.2. Design document to ensure efficient entry of information and to maximise the presentation and appearance of information 2.3. Use a range of <i>functions</i> to ensure consistency of design and layout 2.4. Operate <i>input devices</i> within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organisational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to

ELEMENT	PERFORMANCE CRITERIA
	avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. <i>Name</i> and <i>store</i> document in accordance with organisational requirements and exit the application without data/loss damage 4.4. Print and present document according to requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- keyboarding and computer skills to complete a range of formatting and layout tasks
- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements
- numeracy skills to access and retrieve data
- problem-solving skills to determine document design and production processes.

Required knowledge

- appropriate technology for production requirements
- functions and features of contemporary computer applications
- organisational policies, plans and procedures
- organisational requirements for document design e.g. style guide.

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.

Overview of assessment

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

Evidence of the following is essential:

- designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document
- using appropriate data storage options
- knowledge of the functions and features of contemporary computer applications.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- access to examples of style guides and organisational procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of final printed documents
- demonstration of techniques
- observation of presentations
- oral or written questioning to assess knowledge of software applications.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- general administration units
- other IT use units.

Range Statement

RANGE STATEMENT

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.

<i>Technology</i> may include:	<ul style="list-style-type: none"> • computers • photocopiers • printers • scanners
<i>Software</i> may include:	<ul style="list-style-type: none"> • accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
<i>Business documents</i> may include:	<ul style="list-style-type: none"> • accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • budgets • correctly identifying and opening files • legal and organisational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
<i>Functions</i> may include:	<ul style="list-style-type: none"> • alternating headers and footers • editing • merging documents

RANGE STATEMENT	
	<ul style="list-style-type: none"> • spell checking • table formatting • using columns • using styles
Input devices may include:	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Naming documents may include:	<ul style="list-style-type: none"> • appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Storing documents may include:	<ul style="list-style-type: none"> • storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units		

BSBMGT401A Show leadership in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non routine methods and procedures which require the exercise of some discretion and judgement.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline management provides the first level of leadership within the organisation. This unit applies to people who are making the transition from being a team member, to taking responsibility for the work and performance of others.</p> <p>Frontline managers have a strong influence on the work culture, values and ethics of the teams they supervise. As such it is important that frontline managers model good practice, professionalism and confidently represent their organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units		

Employability Skills Information

Employability skills	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. Model high standards of management performance and behaviour	1.1.Ensure management performance and behaviour meets the organisation's requirements 1.2.Ensure management performance and behaviour serves as a positive role model for others 1.3.Develop and implement performance plans in accordance with organisation's goals and objectives 1.4.Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1.Use <i>organisation's standards and values</i> in conducting business 2.2.Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3.Ensure personal performance contributes to developing an organisation which has integrity and

ELEMENT	PERFORMANCE CRITERIA
	credibility
3. Make informed decisions	3.1. Gather and organise information relevant to the issue/s under consideration 3.2. Facilitate individuals and teams active participation in decision making processes 3.3. Examine options and assess associated risks to determine preferred course/s of action 3.4. Ensure decisions are timely and communicate them clearly to individuals and teams 3.5. Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6. Use <i>feedback processes</i> effectively to monitor the implementation and impact of decisions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and presentation skills to represent the organisation, to explain its work to others and to model professionalism
- decision making skills to demonstrate good judgement and follow through.

Required knowledge

- basic theory of group behaviour
- leadership styles and concepts.

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.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • articulation of organisational values and expectations of behaviour • instances where leadership and decision making have been demonstrated and which have led to positive changes in the workplace • knowledge of leadership styles and concepts.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of performance plans • oral or written questioning to assess knowledge of leadership styles • evaluation of communication of expectations, roles and responsibilities • review of documentation examining options and assessing associated risks to determine preferred course/s of action.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT
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

RANGE STATEMENT

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.

Organisation's standards and values will be:

- stated or implied by the way the organisation conducts its business

Feedback processes may be:

- formal or informal
- from internal or external sources

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMGT402A Implement operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	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. Implement operational plan	<p>1.1. Collate, analyse and organise details of <i>resource requirements</i> in consultation with <i>relevant personnel, colleagues and specialist resource managers</i></p> <p>1.2. Implement <i>operational plans</i> to contribute to the achievement of organisation's performance/business plan</p> <p>1.3. Identify and use <i>key performance indicators</i> (KPIs) to monitor operational performance</p> <p>1.4. Undertake <i>contingency planning</i> and <i>consultation processes</i></p> <p>1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes</p>
2. Implement resource acquisition	<p>2.1. Recruit and induct employees within <i>organisation's policies, practices and procedures</i></p> <p>2.2. Implement plans for acquisition of physical</p>

ELEMENT	PERFORMANCE CRITERIA
	resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	<p>3.1. Monitor <i>performance systems and processes</i> to assess progress in achieving profit/productivity plans and targets</p> <p>3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance</p> <p>3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies</p> <p>3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely</p> <p>3.5. Present recommendations for variation to operational plans to the <i>designated persons/groups</i> and gain approval</p> <p>3.6. Implement <i>systems, procedures and records</i> associated with performance in accordance with organisation's requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

Required knowledge

- principles and techniques associated with:
 - contingency planning
 - methods for monitoring and reporting on performance
 - monitoring and implementing operations and procedures
 - problem identification and methods of resolution

REQUIRED SKILLS AND KNOWLEDGE

- relevant budgeting and financial analysis, interpretation and reporting requirements
- resource management systems at the tactical implementation level
- resource planning and acquisition
- tactical risk analysis including identification and reporting requirements.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required
- knowledge of principles and techniques associated with monitoring and implementing operations and procedures.

Context of and specific resources for assessment

Assessment must ensure:

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

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documentation outlining contingency planning and consultation processes undertaken
- demonstration of techniques in managing performance
- evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other units from the Certificate IV in Frontline Management.

Range Statement**RANGE STATEMENT**

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.

Resource requirements may refer to:

- goods and services to be purchased and ordered
- human, physical and financial resources - both current and projected
- stock requirements and requisitions

Relevant personnel, colleagues and specialist resource managers may include:

- colleagues and specialist resource managers
- managers
- occupational health and safety committees and other people with specialist responsibilities
- other employees
- people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities
- supervisors

Operational plans may refer to:

- organisational plans
- tactical plans developed by the department or section to detail product and service performance

Key performance indicators may refer to:

- measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements

RANGE STATEMENT	
<i>Contingency planning</i> may refer to:	<ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
<i>Consultation processes</i> may refer to:	<ul style="list-style-type: none"> • mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
<i>Organisation's policies, practices and procedures</i> may include:	<ul style="list-style-type: none"> • organisational culture • Standard Operating Procedures • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • undocumented practices in line with organisational operations
<i>Performance systems and processes</i> may refer to:	<ul style="list-style-type: none"> • informal systems used by frontline managers for the work team in the place of existing organisation-wide systems • formal processes within the organisation to measure performance, such as: <ul style="list-style-type: none"> • feedback arrangements • individual and teamwork plans

RANGE STATEMENT	
	<ul style="list-style-type: none"> • KPIs • specified work outcomes
<i>Designated persons/groups</i> may include:	<ul style="list-style-type: none"> • other affected work groups or teams and groups designated in workplace policies and procedures • those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
<i>Systems, procedures and records</i> may include:	<ul style="list-style-type: none"> • databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements • individual and team performance plans • organisational policies and procedures relative to performance

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Plan promotional activities	1.1. Identify and assess <i>promotional activities</i> to ensure compatibility with <i>organisational requirements</i> 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with <i>designated individuals and groups</i> 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure <i>personnel and resources</i> to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree <i>roles and responsibilities</i> for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use <i>networks</i> to assist in the implementation of promotional activities
3. Review and report on	3.1. Analyse audience feedback and data to determine

ELEMENT	PERFORMANCE CRITERIA
promotional activities	<p>the impact of the promotional activity on the delivery of products and services</p> <p>3.2. Assess effectiveness of planning processes to identify possible improvements in future activities</p> <p>3.3. Collect <i>feedback</i> and provide to personnel and agencies involved in promotional activity</p> <p>3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities</p> <p>3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

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.

Overview of assessment

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

Evidence of the following is essential:

- designing and delivering promotional presentations
- evaluating promotional impacts
- presenting and advocating promotional strategies within the organisation
- assessing and reporting on customer satisfaction

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of products/services and promotional strategies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of action plans developed for products and services being promoted
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- assessment of written reports.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other marketing, sales or public relations units.

Range Statement

RANGE STATEMENT

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.

Promotional activities may include:

- advertisements
- client functions
- employee functions
- media announcements
- product launches
- web pages

Organisational requirements may include:

- access and equity principles and practices
- confidentiality and security requirements
- defined resource parameters
- ethical standards
- filing and documentation storage processes
- goals, objectives, plans, systems and processes
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- payment and delivery options
- pricing and discount policies
- quality and continuous improvement processes and standards
- quality assurance and/or procedures manuals
- replacement and refund policy and procedures
- who is responsible for products or services

Designated individuals and groups may include:

- colleagues
- committees
- customers
- external organisations
- line management
- supervisor

Personnel and resources may include:

- management
- marketing funds
- organisational personnel
- promotional products

RANGE STATEMENT	
	<ul style="list-style-type: none"> • samples • technology • time • venue
<i>Roles and responsibilities</i> may include:	<ul style="list-style-type: none"> • Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
<i>Networks</i> may include:	<ul style="list-style-type: none"> • company • customer • internal • media and promotional • professional • social
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG501B Identify and evaluate marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in senior marketing management roles who, together with a marketing team, identify, investigate and evaluate marketing opportunities to determine whether they meet organisational and marketing objectives. Based on this evaluation, changes to current business operations can be determined to take advantage of marketing opportunities.</p> <p>Adjusting the marketing mix in the light of new marketing opportunities is covered in BSBMKG502B Establish and adjust the marketing mix.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units		

Employability Skills Information

Employability skills	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. Identify marketing opportunities	<p>1.1. Analyse <i>information on market and business needs</i> to identify <i>marketing</i> opportunities</p> <p>1.2. Research potential <i>new markets</i> and assess opportunities to enter, shape or influence the market in terms of likely <i>contribution to the business</i></p> <p>1.3. Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities</p>
2. Investigate marketing opportunities	<p>2.1. Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities</p> <p>2.2. <i>Evaluate</i> each opportunity to determine its impact on current business and customer base</p> <p>2.3. Use an assessment of <i>external factors</i>, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>2.4. Determine probable return on investment and potential competitors</p> <p>2.5. Describe and rank marketing opportunities in terms of their viability and likely contribution to the business</p>
3. Evaluate required changes to current operations	<p>3.1. Identify and document changes needed to current operations to take advantage of viable marketing opportunities</p> <p>3.2. Ensure organisational changes to service an increased or different customer base include provision for continued quality of service to existing customers</p> <p>3.3. Estimate resource requirements for changed operations</p> <p>3.4. Determine and communicate viability of making changes to current operations to key stakeholders</p> <p>3.5. Document newly identified marketing opportunities and required changes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements
- numeracy skills to calculate and evaluate financial information on new marketing options
- research and evaluation skills to gain information on and interpret market trends to identify marketing opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and the principles of equal opportunity, equity

REQUIRED SKILLS AND KNOWLEDGE

- and diversity
- ethical principles
- marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice; and the Australian E-commerce Best Practice Model
- privacy laws
- Trade Practices Act
- organisational marketing plan, structure, products and services
- principles of marketing and the marketing mix
- statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- identifying and evaluating marketing opportunities to determine whether they will meet organisational objectives
- documenting how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources
- access to organisational strategic and marketing plans.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • assessment of written reports on identified marketing opportunities and evaluation activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on opportunity identification, evaluation and required resources to capitalise on new marketing opportunities • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBMKG502B Establish and adjust the marketing mix • international business units • other marketing units.

Range Statement

RANGE STATEMENT	
<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>	
<i>Information on market and business needs</i> may include:	<ul style="list-style-type: none"> • comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability

RANGE STATEMENT	
	<ul style="list-style-type: none"> • sales figures
Marketing may include:	<ul style="list-style-type: none"> • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
New markets may include:	<ul style="list-style-type: none"> • e-commerce • export markets • segments of the market not currently penetrated
Contribution to the business may include:	<ul style="list-style-type: none"> • effect on sales volume • growth • market share • profitability
Evaluation may include:	<ul style="list-style-type: none"> • investigation of: <ul style="list-style-type: none"> • knockout factors • present value analysis • return on investment • scored criteria • weighted criteria
External factors may include:	<ul style="list-style-type: none"> • codes of practice • policies and guidelines • regulations • relevant legislation
Resource requirements may include:	<ul style="list-style-type: none"> • additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Key stakeholders may include:	<ul style="list-style-type: none"> • Board of directors • finance staff • human resources staff • managers • marketing personnel

RANGE STATEMENT

	<ul style="list-style-type: none">• owners• production staff• supervisors
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBOHS404B Contribute to the implementation of strategies to control OHS risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to contribute to the implementation of strategies to control occupational health and safety (OHS) risks.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with supervisory responsibilities for managing OHS in the workplace who contribute to the implementation of OHS risk controls in the workplace.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Develop option/s for risk control	1.1. Review <i>hazard register</i> , outcomes of incident investigations and risk assessments to identify <i>hazards</i> requiring control action 1.2. Apply knowledge of OHS legislation and standards to develop a range of options to control specific <i>risks</i> in the workplace 1.3. Apply the <i>principles of the hierarchy of control</i> when developing risk control options 1.4. Seek input from <i>stakeholders</i> and <i>key personnel</i> 1.5. Seek advice from <i>OHS specialists</i> and <i>technical advisors</i> where required
2. Select appropriate option/s to control risks	2.1. Review outcomes of risk assessments to inform the process of selecting option/s to control risks 2.2. Prioritise appropriate interventions when selecting risk controls 2.3. Identify potential <i>factors that may limit effectiveness of controls</i> 2.4. Consult with and involve workplace stakeholders in selecting appropriate control options 2.5. Communicate recommendations for risk control to stakeholders
3. Contribute to implementation of	3.1. Seek appropriate authority and relevant resources to implement controls

ELEMENT	PERFORMANCE CRITERIA
controls	<p>3.2. Identify and document <i>actions required to achieve change</i></p> <p>3.3. Consult with and involve workplace stakeholders in implementation of change</p> <p>3.4. Provide advice on the fitting, use, maintenance and storage of <i>personal protective equipment</i> (PPE)</p>
4. Contribute to monitoring and evaluation of effectiveness of controls	<p>4.1. Monitor and evaluate the extent of change as a consequence of new controls, in consultation with stakeholders</p> <p>4.2. Monitor and document compliance with new procedures</p> <p>4.3. Access <i>workplace sources of information and data</i> to evaluate effectiveness of risk controls and to check for new hazards introduced as a result of controls</p> <p>4.4. Identify areas for further improvement in consultation with stakeholders and action as appropriate</p> <p>4.5. Develop and document an improvement plan</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- consultation and negotiation skills to develop risk management plans and implement risk controls effectively
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities across all levels of an organisation
- evaluation skills to analyse the effectiveness of own performance in implementing strategies chosen to control OHS risks
- information management skills to evaluate OHS data
- interpersonal skills to establish rapport and build networks with a range of internal and external stakeholders
- literacy skills to prepare reports for a range of target groups
- organisational and time management skills to sequence tasks and meet timelines
- research and data analysis skills to assess resources required to systematically manage OHS and to analyse relevant workplace information and data

REQUIRED SKILLS AND KNOWLEDGE

- research and data analysis skills to evaluate interactions between employees, their activities, equipment, environment and work systems
- technology skills to access internal and external OHS data.

Required knowledge

- appropriate data collection methods for OHS purposes
- characteristics, mode of action and measurement of major hazard types
- concepts of risks, factors that affect risk and difference between a hazard and a risk
- internal and external sources for OHS information and data
- legislative requirements for:
 - consultation and communication
 - information and data collection
 - notification of incidents
 - record keeping
 - reporting of incidents
 - specific hazards
- organisational culture as it impacts on the workgroup
- organisational policies and procedures for managing OHS
- organisational work processes and structure
- principles and practices of systematic approaches to managing OHS
- principles of incident causation and injury processes
- principles of the hierarchy of control
- principles, tools and techniques to identify and control workplace hazards and manage risks in the OHS context
- relevant state/territory and commonwealth OHS legislation, codes of practice and standards
- requirements for individual fitting, use, maintenance and storage of a range of PPE items
- roles and responsibilities of personnel as specified in relevant OHS legislation
- sources of OHS data
- standard industry controls for a range of hazards.

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • contribution to the development and implementation of risk control options to control risks associated with hazards in the workplace or simulated environment • contribution to the monitoring and evaluation of the effectiveness of risk controls implemented and the making of appropriate adjustments where necessary • knowledge of the principles of the hierarchy of control.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources • access to relevant legislation, standards and guidelines • access to workplace documentation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques used to select, implement, monitor and evaluate risk controls • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • observation of the application of risk control techniques • oral or written questioning to assess knowledge of the principles, tools and techniques to identify and control workplace hazards and manage risks in the OHS context • review of communication to stakeholders of recommendations for risk control • review of documented compliance with new procedures • evaluation of improvement plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBOHS403B Identify hazards and assess OHS

EVIDENCE GUIDE

risks.

Range Statement**RANGE STATEMENT**

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.

Hazard register may include:

- a list of hazards
- location of hazards
- range of possible scenarios or circumstances under which hazards may cause injury or damage
- results of the risk analysis related to the hazards

Hazards may include:

- sources of potential harm in terms of human injury, ill health, damage to property, damage to the environment, or a combination of these, including:
 - biological
 - chemical
 - environment
 - mechanical and/or electrical
 - physical
 - psychosocial
 - radiological
 - nuclear

Risks may include:

- the chance of something occurring that will result in injury or damage measured in terms of consequences (injury or damage) and likelihood of the consequence

Principles of the hierarchy of control may include:

- eliminating hazards
- and where this is not practicable, minimising risk by:
 - substitution

RANGE STATEMENT	
	<ul style="list-style-type: none"> • isolating hazard from personnel • using engineering controls • using administrative controls (such as procedures, training) • using PPE
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • community • employees • health and safety, and other employee representatives • managers • OHS committees • supervisors
<i>Key personnel</i> may include:	<ul style="list-style-type: none"> • managers from other areas • people involved in OHS decision making or who are impacted by decisions
<i>OHS specialists</i> may include:	<ul style="list-style-type: none"> • ergonomists • health professionals • injury management advisors • occupational hygienists
<i>Technical advisors</i> may include:	<ul style="list-style-type: none"> • engineers (design, acoustic, safety, mechanical, civil) • legal practitioners • maintenance and tradespeople • workplace trainers and assessors
<i>Factors that may limit effectiveness of controls</i> may include:	<ul style="list-style-type: none"> • cultural diversity • language • literacy and numeracy • shift work and rostering arrangements • training required • workplace culture related to OHS, including commitment by managers and supervisors, and compliance with procedures and training • workplace organisational structures (for example geographic, hierarchical)
<i>Actions required to achieve change</i> may include:	<ul style="list-style-type: none"> • development of new procedures or revision of existing procedures • purchase of equipment or modification of equipment • training
<i>Personal protective equipment</i>	<ul style="list-style-type: none"> • equipment designed to be worn by a person to

RANGE STATEMENT	
may include:	provide protection from hazards such as: <ul style="list-style-type: none"> • clothing and footwear • face and eye protection • hand protection • head protection • hearing protection • respiratory protection
<i>Workplace sources of information and data</i> may include:	<ul style="list-style-type: none"> • audits • Australian Standards • hazard and incident reports • incident investigations • manufacturers' manuals and specifications • material safety data sheets (MSDSs) and registers • minutes of meetings • OHS legislation • reports • workplace inspections

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety
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Co-requisite units

Co-requisite units		

Co-requisite units		

BSBPMG409A Apply project scope-management techniques

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBPMG401A Apply project scope management techniques.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the control of a project's scope by assisting with identifying its objectives, deliverables, constraints, assumptions and outcomes; and by applying controls once the project has commenced.

Application of the Unit

This unit applies to a project practitioner working in a project support role.

The individual may be operating in a large or small organisation and applying skills in the context of enterprise projects.

The project practitioner may be part of a project team under the direction of a project manager, or may work as part of a smaller scale self-directed team.

This unit has generic application to a range of industries and organisations and a range of projects, from simple to complex.

In the context of this unit a project is defined as involving:

- a practical and comprehensive project plan
- a documented communications strategy
- a detailed project budget
- strategic engagement with stakeholders

- a risk, issues and change-management methodology
- a quality plan with assurance and control processes
- a supportive team-based environment.

The functions performed in project work, where formal project management methodology is not the main focus, are covered by BSBPMG522A Undertake project work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Contribute to defining project scope	1.1 Review <i>project initiation documentation</i> and assist in identifying <i>project objectives and requirements</i> 1.2 Contribute to identifying <i>project deliverables</i> 1.3 Contribute to identifying measurable outcomes to enable evaluation of project performance 1.4 Contribute to developing and documenting the <i>scope-management plan</i> 1.5 Assist in obtaining agreement to scope from <i>relevant project</i>
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	<i>authority</i>
2. Apply project scope controls	<p>2.1 Undertake work according to agreed project scope-management plan and by using established <i>change-control procedures</i> and <i>performance-measurement procedures</i></p> <p>2.2 Communicate instances of non-compliance with overall scope to the project manager and other team members</p>
3. Contribute to review of scope controls	<p>3.1 Measure progress to determine potential, perceived and actual scope changes</p> <p>3.2 Appropriately report scope changes</p> <p>3.3 Assist in the review of project outcomes to determine the effectiveness of initial and subsequent scope-management approaches</p>

Required Skills and Knowledge

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

Required skills

- literacy skills to:
 - document agreed components of scope-management plan
 - interpret potentially complex project plans and documentation
 - report on project progress as required
- numeracy skills to:
 - measure and control project scope
 - review project timeframes and deliverables
- learning skills to identify training requirements necessary for effective consultation and scope management
- planning and organising skills to:
 - measure progress against agreed objectives
 - monitor and respond to compliance issues
- self-management skills to manage multiple tasks and ensure project progresses on time
- teamwork and communication skills to liaise with other members of the project team on a range of project scope-management issues and challenges.

Required knowledge

- components of a project scope-management plan
- factors likely to impact on project scope
- formal change-control processes
- methods for measuring work outcomes and progress against plans
- methods for segmenting and documenting a work breakdown structure
- procedures for reporting scope change
- types of project initiation documentation.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • contributing to monitoring and control of project scope • recording project scope-management plan • interpreting project initiation documentation for the purposes of documenting project scope.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to project documentation, which includes information about project scope.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different project scope-management scenarios • oral or written questioning to assess knowledge of strategies for managing project scope and their application to different situations.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Project initiation documentation</i> may include:	<ul style="list-style-type: none"> • approved project charter or mandate • business case • changes to internal or external organisations, legislation and/or regulations • documentation accessed through various accessibility modes • feasibility study • minutes of management or executive decisions • organisation strategic and business plans • outcomes and recommendations of associated projects.
<i>Project objectives and requirements</i> may include:	<ul style="list-style-type: none"> • specifications for products and/or services • statements in measurable format.
<i>Project deliverables</i> may include:	<ul style="list-style-type: none"> • discrete products, outputs and services defined in the project scope • high-level aggregations in the work breakdown structure.
<i>Scope-management plan</i> may include:	<ul style="list-style-type: none"> • activities and tasks in the work breakdown structure • constraints, assumptions and exclusions • deliverables • high-level risk identification • key personnel • preferred work organisation • project benefits and outcomes • project objectives.
<i>Relevant project authority</i> may include:	<ul style="list-style-type: none"> • other body or person with delegated authority under project governance arrangements • project manager • project steering committee
<i>Change-control procedures</i> may include:	<ul style="list-style-type: none"> • adjusting project scope documentation in response to scope changes approved by relevant authority • identifying and monitoring designated elements of the project scope likely to change

	<ul style="list-style-type: none">• identifying and monitoring pressures that may influence scope creep• maintaining scope change documentation for project audit.
<i>Performance-measurement procedures</i> may include:	<ul style="list-style-type: none">• using tools and techniques to manage and measure project progress in terms of time and resources.

Unit Sector(s)

Management and Leadership – Project Management

BSBPMG522A Undertake project work

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBPMG510A Manage projects.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a straightforward project or a section of a larger project. This unit addresses the management of projects, including developing a project plan, administering and monitoring the project, finalising the project, and reviewing the project to identify lessons learned for application to future projects.

Application of the Unit

The unit focuses on the application of project-management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Define project	1.1 Access <i>project scope and other relevant documentation</i> 1.2 Define project stakeholders 1.3 Seek clarification from <i>delegating authority</i> of issues related to project and <i>project parameters</i> 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop <i>project plan</i> in line with the project parameters 2.2 Identify and access appropriate <i>project-management tools</i> 2.3 Formulate risk-management plan for project, including work health and safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide <i>support for project team members</i> , especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain <i>required record-keeping systems</i> throughout the project 3.4 Implement and monitor plans for managing project finances,

	<p>resources and quality</p> <p>3.5 Complete and forward project reports as required to stakeholders</p> <p>3.6 Undertake risk management as required to ensure project outcomes are met</p> <p>3.7 Achieve project deliverables</p>
4. Finalise project	<p>4.1 Complete financial record keeping associated with project and check for accuracy</p> <p>4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles</p> <p>4.3 Complete project documentation and obtain necessary sign-offs for concluding project</p>
5. Review project	<p>5.1 Review project outcomes and processes against the project scope and plan</p> <p>5.2 Involve team members in the project review</p> <p>5.3 Document lessons learned from the project and report within the organisation</p>

Required Skills and Knowledge

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

Required skills

- communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- communication skills to relate to people with diverse abilities and from diverse backgrounds in a culturally appropriate way
- literacy skills to read, write and review a range of documentation
- numeracy skills to:
 - analyse data
 - compare time lines and promotional costs against budgets
- planning and organising skills to develop, monitor and maintain implementation schedules.

Required knowledge

- organisation's mission, goals, objectives and operations and how the project relates to them
- organisational structure, and lines of authority and communication in the organisation
- relevant legislation and codes from all levels of government that may affect aspects of business operations, including:
 - anti-discrimination legislation
 - codes of practice
 - environmental issues
 - ethical principles
 - WHS
 - privacy laws.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing a project plan • examples of monitoring arrangements and evaluation of the efficacy of the project plan in addressing project time lines and budget • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace project documentation • demonstration of all required skills, knowledge and performance in a workplace-based project.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observation of presentations

	<ul style="list-style-type: none"> oral or written questioning to assess knowledge of the organisation's mission, goals, objectives and operations and how the project relates to them review of project risk-management plan and project plan evaluation of project reports forwarded to stakeholders analysis of documentation reviewing project outcomes and processes against the project scope and plan evaluation of documentation outlining lessons learned from the project.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other project management units.

Range Statement

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.

<i>Project scope and other relevant documentation</i> may include:	<ul style="list-style-type: none"> contract or other agreement project brief project plan or summary other documents outlining: <ul style="list-style-type: none"> expected outcomes of the project inclusions and exclusions from project project resources quality standards for project timeframes for project.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> clients or customers (internal and external) funding bodies management, employees and relevant key personnel (internal and external) with special responsibilities project sponsor.
<i>Delegating authority</i> may include:	<ul style="list-style-type: none"> customer or client funding body manager or management representative

	<ul style="list-style-type: none"> project sponsor.
<i>Project parameters</i> may include:	<ul style="list-style-type: none"> project finances or budget integration of project within organisation legislative and quality standards physical, human and technical resources available or required for project procurement requirements associated with project reporting requirements risks associated with project, including WHS scope of project time lines.
<i>Project plan</i> may include:	<ul style="list-style-type: none"> details of how the project will be managed roles and responsibilities time lines work breakdown structure.
<i>Project management tools</i> may include:	<ul style="list-style-type: none"> cost schedule control system Critical Path Method Gantt and bar charts life cycle cost analysis logistics support analysis PERT charts project management software risk and issues logs spreadsheets technical resources required for the project, for example WHS management-system tools.
<i>Support for project team members</i> may include:	<ul style="list-style-type: none"> additional physical, human and technical resources (within allocated budget) if and as required encouragement feedback learning and development regular project team meetings supervision, mentoring and coaching.
<i>Required record-keeping systems</i> may include systems for:	<ul style="list-style-type: none"> correspondence financial data, including costs, expenditure, income generated and purchases project outcomes quality data, including any test results recording of time spent on project and progress in completing project samples, prototypes and models.

Resources may include:	<ul style="list-style-type: none">• human• physical• technical.
Risk management may include:	<ul style="list-style-type: none">• changing roles and responsibilities in project team• negotiating an extension of deadline, or redefining completion or quantity or quality of outcomes• outsourcing some aspects of the project• reducing costs• researching and applying more efficient methods for completing project tasks• seeking further resources to meet deadline• sharing ideas to gain improvements to work undertaken in the project.
Necessary sign-offs may be required by:	<ul style="list-style-type: none">• clients• funding body• management• project sponsor.

Unit Sector(s)

Management and Leadership – Project Management

BSBPRO301A Recommend products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide advice and information within an organisation about the development and distribution of its products and services.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate knowledge of products and services to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Develop and maintain knowledge of products and services	<p>1.1. Actively and regularly research knowledge and understanding of <i>industry products and services</i> using <i>authoritative sources</i></p> <p>1.2. Use available <i>product and service documentation</i> to identify and understand characteristics of products and services, and to make comparisons with other products and services</p> <p>1.3. Accurately document and maintain <i>information</i> on products and services in a format consistent with <i>organisational requirements</i></p> <p>1.4. Apply acquired knowledge to improve quality within personal work areas</p>
2. Recommend products and services	<p>2.1. Ensure that recommendations on products and services are in line with organisational requirements</p> <p>2.2. Provide recommendations that emphasise <i>product and service issues</i> relevant to client needs</p> <p>2.3. Ensure that evidence in support of recommendations is verifiable and presented in a suitable format</p> <p>2.4. Structure recommendations to identify clear benefits to clients and the organisation</p>
3. Advise on promotional activities	<p>3.1. Provide advice that is clear, is supported by verifiable evidence and is compatible with organisational requirements</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>3.2.Ensure that promotional documentation and materials are appropriate to presentation of the organisation's products and services</p> <p>3.3.Ensure that costs of promotional activities conform to budget resources</p> <p>3.4.Estimate impact of <i>promotional activities</i> from <i>verifiable customer feedback sources</i></p> <p>3.5.Evaluate the benefits of promotional activities and incorporate in plans for future promotional activities</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning, and accuracy of grammar and punctuation
- technology skills to select and use technology appropriate to a task
- communication skills to monitor and advise on customer service strategies
- problem-solving skills to deal with customer enquiries or complaints
- analytical skills to identify trends and positions of products and services.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisation's products and services
- organisational policies and procedures for customer service including handling customer complaints
- product and service standards and best practice models
- principles and techniques of public relations and product promotion
- mechanisms to obtain and analyse customer feedback.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • assessing and reporting on customer satisfaction • identifying commercial characteristics of products and services • knowledge of product and service standards and best practice models. • preparing and structuring advice on products and services • researching market availability of products and services.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of promotional strategies • examples of documents relating to customer service standards and policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of promotional activities plans • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of promotional strategies and sources of product

EVIDENCE GUIDE	
	information <ul style="list-style-type: none"> • review of documentation outlining information on products and services • review of products and services recommendations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"> • sales and/or customer service units.

Range Statement

RANGE STATEMENT	
<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>	
<i>Industry products and services</i> may include:	<ul style="list-style-type: none"> • competitor products and services • complementary products and services • emerging products and services • historical products and services • organisation's products • specified range of products and services within an organisation's offerings
<i>Authoritative sources</i> may include:	<ul style="list-style-type: none"> • authorised suppliers • industry associations • industry conferences • recognised industry media sources
<i>Product and service documentation</i> may include:	<ul style="list-style-type: none"> • colleagues' knowledge • consumer reports • industry reports • marketing data • operational guidelines • sales figures
<i>Information</i> may include:	<ul style="list-style-type: none"> • competitive features of products or services • cost and production data

RANGE STATEMENT	
	<ul style="list-style-type: none"> • distribution processes • innovations • problems with products or services • product trends • sales records (monthly forecasts, targets achieved) • sales trends
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • access and equity principles and practice • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
<i>Product and service issues</i> may include:	<ul style="list-style-type: none"> • customer delivery • faults • market share data • organisational product knowledge • production down-time • sales figures
<i>Promotional activities</i> may include:	<ul style="list-style-type: none"> • advertisements • client functions • employee functions • media announcements • product launches • web pages
<i>Verifiable customer feedback sources</i> may include:	<ul style="list-style-type: none"> • audit documentation and reports • complaints • customer satisfaction questionnaires • lapsed clients • quality assurance data

RANGE STATEMENT

	<ul style="list-style-type: none">• returned goods• service calls
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Product Skills and Advice
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Co-requisite units

Co-requisite units		

BSBPRO401A Develop product knowledge

Modification History

Release	Comments
Release 2	New release of this Qualification released with <i>version 6 of BSB07 Business Services Training Package</i> . Outdated advice removed

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop product knowledge in preparation for the sales process.

Application of the Unit

This unit applies to individuals in a sales related position in a small, medium or large enterprise across a wide variety of industries and contexts who develop their product knowledge prior to undertaking selling activities. They may provide advice and support about aspects of sales solutions to support a sales team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

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. Acquire knowledge of products in a specified area	1.1. Identify <i>information sources</i> about <i>products</i> in a specified area and evaluate them for reliability and validity 1.2. Identify product purpose/s and use/s 1.3. Identify key <i>features</i> of the product/s 1.4. Identify product strengths and weaknesses 1.5. Articulate guarantees and warranties and identify service support details
2. Convert product knowledge into benefits	2.1. Identify features of the product which have potential buyer appeal 2.2. Present features of the product which have buyer appeal as benefits to the buyer 2.3. Present product benefits within the context of <i>organisational requirements</i> and legislation
3. Evaluate competitors' products	3.1. Use a range of information sources to identify competitors' products 3.2. Compare features, benefits, strengths and weaknesses of competitors' products with own products 3.3. Establish relative standing of the organisation's product with the competitors' product/s and communicate differences to the buyer

Required Skills and Knowledge

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

Required skills
<ul style="list-style-type: none"> information management skills to summarise information verbally and non-verbally literacy and numeracy skills to interpret sales data and to summarise information obtained from a variety of verbal and non-verbal sources.
Required knowledge
<ul style="list-style-type: none"> features, benefits, strengths and weaknesses of own organisation's and competitors' products industry competitors, trends and developments organisational structure/s, roles and responsibilities, policies, procedures, product labelling and descriptions potential buyer markets processes used when buying and selling products and services identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> anti-discrimination consumer protection contract law legislation ethical principles <ul style="list-style-type: none"> privacy laws Trade Practices Act.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> comparison of the key features and benefits of product/s with competitor offerings demonstration of product knowledge offered by an organisation presentation of key features and benefits of own product/s.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated

	<p>environment</p> <ul style="list-style-type: none"> • access to information sources about an organisation's and competitors' products, services or ideas • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentation of key features and benefits to customers or simulated customers • oral or written questioning to assess knowledge of features, benefits, strengths and weaknesses of organisation's and competitors' products • review of evaluation of identification of information sources about products in a specified area • evaluation of strengths and weaknesses established for competitors' products.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Information sources</i> may include:	<ul style="list-style-type: none"> • associations • catalogues • claims of competitive sales people • competitor websites • competitor sales literature • external sales data sources such as warehouse withdrawals • internal sales data records • other company personnel • sales conventions • trade association magazines
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	<ul style="list-style-type: none">• trade shows
Products may include:	<ul style="list-style-type: none">• goods• ideas• services
Features may include:	<ul style="list-style-type: none">• brand• colour• country of origin• covenant• manufacturer• product care details• safety aspect• shelf life• size• style• warnings
Organisational requirements may include:	<ul style="list-style-type: none">• level of client service required• policies and procedures which are formally documented and are available for reference within the workplace

Unit Sector(s)

Business Development - Sales

BSBRKG304B Maintain business records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to maintain the records of a business or records system in good order on a day to day basis.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation.</p> <p>The application is in relation to the maintenance of records from an existing business or records system that has guidelines and processes to assist in the process. Work carried out in the interest of system maintenance will be performed under supervision or in consultation with more senior staff or users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Prerequisite units		

Employability Skills Information

Employability skills	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. Collate business records	1.1. Identify individual <i>records</i> or <i>information</i> which should be incorporated into <i>business or records system</i> according to organisational criteria 1.2. Sort records in accordance with workplace requirements 1.3. Adhere to <i>security and access requirements</i> in accordance with organisational procedures
2. Update business or records system	2.1. Identify and record control information for describing new records to be incorporated into business or records system 2.2. Update control information describing movement or use of records within business or records system 2.3. Accurately record and update control information in business or records system 2.4. Identify and remove records of completed business

ELEMENT	PERFORMANCE CRITERIA
	activities from current system for disposal
3. Prepare reports from the business or records system	3.1. Interpret requests for <i>reports</i> and clarify the content and frequency sought, where necessary 3.2. Prepare reports from business or records system in accordance with instructions or request 3.3. Prepare reports in accordance with organisational security and access procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify and manage records.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, such as:
 - systems of control
 - records continuum theory

REQUIRED SKILLS AND KNOWLEDGE

- mandate and ownership of business process
- environmental context
- records characteristics.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- complying with organisational procedures and workplace requirements
- knowledge and understanding of business or records systems
- accurately recording information.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated work environment
- access to office equipment and resources
- access to examples of records, recordkeeping systems and policies
- access to workplace reference materials such as procedural manuals and company policies.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of authenticated documents from the workplace or training environment
- oral or written questioning to assess knowledge of

EVIDENCE GUIDE	
	general principles and processes of business or records systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT	
<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>	
<i>Records</i> may be:	<ul style="list-style-type: none"> • at different stages of use: <ul style="list-style-type: none"> • active • archival • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • DVDs • imaging systems • PC-based applications • mainframe • physical: <ul style="list-style-type: none"> • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • from a variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations

RANGE STATEMENT	
<i>Information</i> may include:	<ul style="list-style-type: none"> • customer relationship management • expenditure • human resources management • invoicing/sales • legislative/regulatory/licensing compliance • risk management • stock control • taxation, asset management
<i>Business or records systems</i> may be:	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems • characteristics relating to: <ul style="list-style-type: none"> • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems • systems unique to individual workplaces and organisations
<i>Security and access requirements</i> may relate to:	<ul style="list-style-type: none"> • individuals or positions of individuals • protection of privacy • security restrictions • trade secrets or commercial-in-confidence information
<i>Reports</i> may be:	<ul style="list-style-type: none"> • ad hoc • computer generated • hand prepared • part of a management solution for another support/operational function • regular records management reports • system management reports

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units		

BSBSLS408A Present, secure and support sales solutions

Modification History

Release	Comments
Release 3	New release of this Unit with <i>version 7.0 of BSB07 Business Services Training Package</i> . Trade Practices Act replaced with Competition and Consumer Act 2010 in the Required Knowledge
Release 2	New release of this Unit with <i>version 6.0 of BSB07 Business Services Training Package</i> . Outdated advice removed
Release 1	Initial release of this Unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to present sales solutions that respond to the specific buying needs of a client, and to use sales processes associated with securing prospect commitment to proceed with a sale. The unit also includes attending to post-sales activities that build and strengthen the partnership between a salesperson and the client, and enhance the prospect of future sales.

Application of the Unit

This unit applies to individuals working in a sales-related position in a small, medium or large enterprise in a wide variety of industries who use specific sales techniques to present a sales solution to meet buyer needs, secure a prospect's commitment to purchase a product or service, and build post-sale and long-term relationships to establish an ongoing relationship with clients. They may provide sales solutions individually, or provide advice and support about aspects of sales solutions to support a sales team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Prepare for a sales presentation	1.1 Obtain and organise products, ideas and services for use within a sales presentation 1.2 Review product information to ensure familiarity with products 1.3 Identify sales tactic options, and assess and choose them in terms of their ability to meet the needs and preferences of the prospect 1.4 Consider a variety of sales solutions and prepare to meet buyer needs 1.5 Identify and select <i>sales aids</i> 1.6 Identify alternatives for prospects and assess them in relation to anticipated buyer needs
2. Present a sales solution	2.1 Use gestures, posture, body language, facial expressions and voice to create a supportive selling environment 2.2 Use listening skills and open-ended questions to identify

	<p>buyer needs, preferences, motives and objections</p> <p>2.3 Adjust presentation to match the needs and preferences of the buyer</p> <p>2.4 Use persuasive communication techniques to secure buyer interest</p> <p>2.5 Ensure the presentation demonstrates and communicates the key features of the product and emphasises benefits in relation to identified buyer needs</p> <p>2.6 Obtain and present <i>proof of benefits</i> through product purchase</p> <p>2.7 Use sales aids to build buyer understanding of how the product is aligned with needs</p>
3. Respond to buyer signals	<p>3.1 Identify and assess <i>verbal</i> and <i>non-verbal buying signals</i></p> <p>3.2 Use probing to identify <i>source of buyer resistance</i></p> <p>3.3 Identify the strengths and limitations of <i>buyer resistance strategies</i></p> <p>3.4 Select and implement a strategy for managing buyer resistance</p> <p>3.5 Use trial closes strategically during different stages of the sales process</p>
4. Negotiate and finalise the sale	<p>4.1 Initiate <i>formal close</i> to the sales process following one or more trial closes</p> <p>4.2 Select a strategy to close the sale and use supportive and confirming language to support the closure of the sales process</p> <p>4.3 Negotiate <i>conditions</i> of the agreement, outline a summary of the agreement to the buyer, and confirm the buyer's decision</p> <p>4.4 Provide advice on financing arrangements if required</p> <p>4.5 Prepare and complete sales documents, and process and monitor client order</p> <p>4.6 Identify and present cross-selling opportunities to the buyer</p>
5. Support post-sale activities	<p>5.1 Ensure contact is made with the buyer post-sale to ensure agreed expectations have been met</p> <p>5.2 Provide technical assistance or advice and assist clients to access appropriate after-sales support</p> <p>5.3 Use <i>feedback solicitation methods</i> on the sales process and product satisfaction</p> <p>5.4 Address and resolve service problems and difficulties identified through feedback</p>

	<p>5.5 Develop and implement <i>client loyalty strategies</i> to secure buyer loyalty and facilitate ongoing contact</p> <p>5.6 Offer and implement additional sales solutions and benefits to clients when opportunities arise</p>
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Required Skills and Knowledge

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

Required skills

- learning skills to develop and maintain knowledge of products, ideas and services for use within a sales presentation
- literacy and numeracy skills to:
 - prepare sales documentation
 - process sales transactions
 - calculate financing arrangements
 - keep client sales records
 - use sales statistics to support a verbal argument
- organisational and time-management skills to schedule follow-up contacts
- verbal communication skills to:
 - demonstrate how product benefits and key features fulfil buyers' needs
 - develop rapport and build relationships with clients
 - manage conflict and customer dissatisfaction
 - negotiate to manage buyer resistance
 - question clients to determine client needs and preferences
 - use persuasive and assertive language in promoting product features and benefits
- technological skills to use equipment to assist in presenting sales information.

Required knowledge

- detailed product knowledge, including product:
 - advantages and disadvantages
 - features
 - service benefits
- identification and overview knowledge of key provisions of relevant legislation and codes of practice that relate to sales, for example:
 - anti-discrimination

- ethical principles
- consumer protection
- contract law
- privacy laws
- materials and aids that support presentations
- Competition and Consumer Act 2010
- organisational policies and procedures relating to orders and client services
- principles of achieving an effective sales presentation mix
- statistical methods to demonstrate sales performance
- strategies to manage client accounts, to build client goodwill and to develop client loyalty.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstration of principles of effective sales presentation mix and sales closure techniques through presentation of a sales solution • demonstration of support for post-sale activities.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a workplace or simulated work environment • product information and sales records and documentation • office equipment, machines and sales support materials to make a presentation.
Method of assessment	<p>The following assessment method is appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • observations of presentations of sales solutions • direct questioning combined with portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of sales tactic options, proposed sales solutions and ways to

	<p>overcome buyer resistance</p> <ul style="list-style-type: none"> • observation of persuasive communication techniques and listening skills used when presenting a sales solution and closing a sale • review of sales aids identified, selected and used • evaluation of strategies implemented to manage buyer resistance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

<i>Sales aids</i> may include:	<ul style="list-style-type: none"> • drawings • electronic media • graphs • models • photographs • printed materials • products • product samples • transparencies • whiteboards.
<i>Proof of benefits</i> may include:	<ul style="list-style-type: none"> • anecdotes and examples • comparisons • statistics • testimonials.
<i>Verbal buying signals</i> of the prospect may include:	<ul style="list-style-type: none"> • confirmations • questions • statements of requirement.
<i>Non-verbal buying signals</i> of the prospect may include:	<ul style="list-style-type: none"> • close examination of the product • moving closer to where a product is to be installed • smiling and nodding.

Source of buyer resistance may include:	<ul style="list-style-type: none"> • company resistance • no perceived need • price resistance • salesperson resistance • service dissatisfaction • timing issues • uncertainty about the product.
Buyer resistance strategies may include:	<ul style="list-style-type: none"> • assertive messages • boomerang • checking perceptions • direct denial • incentives offer • indirect denial • requesting additional information from buyers • open and closed questions • superior benefit • trial offer.
Formal close may include:	<ul style="list-style-type: none"> • inducement • narrative close • offering alternative choices • salesperson request to the prospect to agree to purchase the product or service • summary of product benefits.
Conditions may include:	<ul style="list-style-type: none"> • client loyalty • delivery • length of contract • payment options • price.
Feedback solicitation methods may include:	<ul style="list-style-type: none"> • email dialogue • focus groups • one-on-one interviews • surveys • telephone interviews.
Client loyalty strategies may include:	<ul style="list-style-type: none"> • client clubs • client reward schemes • credit or discount facilities • formal letter of thanks • handwritten note thanking the client • offering promotional items • phone call thanking the client for the business.

Unit Sector(s)

Business development - sales

BSBSMB303A Organise finances for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to investigate the financial capacity to enter into a micro business, to determine the projected cash flow, to source finances and to monitor the profitability of the business.</p> <p>Specific legal requirements apply to the management of a micro business.</p>
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Application of the Unit

Application of the unit	<p>This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Ascertain own financial position and the ability to provide capital/equity for the business	1.1. Realistically detail <i>personal, family or community financial situation</i> in terms of funds available and commitments already incurred 1.2. Determine equity finance and assets available for micro business from personal, family or community sources
2. Determine projected cash flow for the business	2.1. Determine the level of forecast business activity over a year and the business mix 2.2. Estimate <i>establishment costs</i> for the business and repayment schedule for borrowings 2.3. Calculate the monthly variable and fixed costs needed to conduct business activity over a year 2.4. Estimate personal drawings needed to be taken from the business 2.5. Estimate the monthly income generated by the business for a year based on price per unit item or hourly charge rate for labour 2.6. Develop a cash flow budget for the first year of business operation 2.7. Seek <i>professional advice</i> to estimate goods and services tax and operating finance required for the business
3. Source the required	3.1. Estimate required funding to establish and run the

ELEMENT	PERFORMANCE CRITERIA
funds to establish the business	<p>business based on expected sales and activity levels, available finances and commitments</p> <p>3.2. Investigate methods of accessing alternative <i>sources of finance</i></p> <p>3.3. Identify strategies for meeting financial obligations</p> <p>3.4. Implement plans to access available funds as required</p>
4. Monitor profitability of the business	<p>4.1. Maintain and review monthly expenditure and income records</p> <p>4.2. Compare equity at beginning and end of a year to estimate business performance</p> <p>4.3. Assess the <i>financial viability</i> of the business after a year of operation</p> <p>4.4. Seek professional advice on depreciation, insurance and tax implications of the business</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to determine the viability of the business
- literacy skills to interpret financial reports and to complete relevant forms requested by financial bodies
- numeracy skills to calculate basic revenue and expense forecasts, and to estimate the funding needed to establish and run the business
- research skills to source financial information.

Required knowledge

- basic budgeting
- basic costing for the business
- financial commitments and requirements
- financial reports and terminology
- methods and relative costs of obtaining finance
- own financial position
- sources of advice and assistance.

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • investigation of own financial position and needs • investigation of projected cash flow for the business • estimation of the funding needed to establish and operate the business • assessment of the financial viability of the business • knowledge of basic budgeting.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • problem-solving scenario which requires candidate to assess the financial viability of a proposed micro business in candidate's geographical location; the scenario should include opportunities for the candidate to calculate expenses and commitments against expected income • oral or written questioning to assess knowledge of financial reports and terminology • review of estimated establishment costs for the business and repayment schedule for borrowings • review of plans implemented to access available funds.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB302A Develop a micro business proposal • BSBSMB304A Determine resource requirements for the micro business.

Range Statement

RANGE STATEMENT

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.

<i>Personal, family or community financial situation</i> may include:	<ul style="list-style-type: none"> • education and other expenses <ul style="list-style-type: none"> • equity available through capital, savings and assets • existing loan repayments and/or other debt repayments • family, community or cultural commitments and obligations • living expenses such as rent, food, clothing for self and family
<i>Establishment costs</i> may include:	<ul style="list-style-type: none"> • capital equipment • insurance costs • purchase price • start-up costs
<i>Professional advice</i> may include:	<ul style="list-style-type: none"> • accountants • business brokers/business consultants • government agencies • industry/trade associations • online gateways • mentors
<i>Sources of finance</i> may include:	<ul style="list-style-type: none"> • banks and/or other finance providers • business finance • family or community equity • family or community loans/resources • government grants and other sources • personal equity <ul style="list-style-type: none"> • private capital • royalties • venture capital
<i>Financial viability</i> may include:	<ul style="list-style-type: none"> • return on capital • return on labour

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to outline the regulatory, taxation and insurance compliance requirements of a micro business; and to source advice and specialist services to assist business owners/managers in satisfying these requirements and needs.</p> <p>Specific legal requirements apply to the management of a micro business.</p>
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Application of the Unit

Application of the unit	<p>This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Identify the regulatory, taxation and insurance requirements of the business	<p>1.1. Identify <i>regulatory, taxation and insurance requirements</i> that might be relevant to the operation of the business</p> <p>1.2. Gather <i>information</i> that assists in interpreting and explaining the regulatory, taxation and insurance requirements</p> <p>1.3. Investigate the relationships between legislation, regulations, codes of practice, associated standards and written material to determine compliance requirements of the business</p>
2. Develop procedures to ensure compliance and risk minimisation	<p>2.1. Identify business advisers and other sources of assistance relevant to compliance requirements and type of business</p> <p>2.2. Explain to advisers business type and operations, covering the full scope of the business</p> <p>2.3. Clarify and confirm compliance requirements and risk minimisation needs with advisers</p> <p>2.4. Establish <i>sources of advice and specialist services</i> for regulatory, taxation and insurance compliance</p> <p>2.5. Review advice and procedures against the compliance requirements and their appropriateness for the business</p>
3. Implement compliance	3.1. Implement procedures within the guidelines

ELEMENT	PERFORMANCE CRITERIA
procedures	<p>provided</p> <p>3.2. Take action to ensure that the business complies with the relevant taxation and business registration requirements, legislation, regulations, codes of practice and associated standards</p> <p>3.3. Arrange appropriate insurance cover for the business</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to question and seek clarification from advisers on regulatory, taxation or insurance matters
- literacy skills to interpret relevant regulatory, taxation and insurance information
- research skills to investigate compliance requirements.

Required knowledge

- business registration and licensing requirements
- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- nature of legal responsibility
- relevant industry codes of practice
- relevant OHS responsibilities and procedures
- sources of advice and specialist services
- sources of information about regulatory, taxation and insurance requirements and issues
- taxation requirements.

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identification of regulatory, taxation and insurance compliance requirements and risk minimisation needs of the business • identification of sources of advice on compliance and risk minimisation procedures for the business • development and review of procedures for compliance and risk minimisation (with assistance from advisers) • knowledge of legislative requirements affecting business operation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • oral or audio-visual presentation of a case study of a micro business in similar field and location as candidate's proposal • portfolio of evidence including identification of relevant compliance and risk minimisation needs for the micro business, and development of risk minimisation and compliance procedures (with assistance from advisers) • review of implementation of procedures • review of insurance cover arranged for the business.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB302A Develop a micro business proposal.

Range Statement

RANGE STATEMENT

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.

Regulatory, taxation and insurance requirements may include:

- local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
 - Acts and regulations
 - industry and OHS codes of practice
 - business registrations and licences
 - planning and other permissions
 - environmental legislation
 - industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care
 - equal employment opportunity (EEO) and anti-discrimination legislation
 - anti-competition regulations

Information gathered may include:

- government agencies
- industry associations
- internet
- written material

Taxation requirements may include:

- Australian Business Number
- Business Activity Statement and goods and services tax (GST) returns
- GST registration
- PAYG and withholding arrangements
- tax file number

Insurance requirements may include:

- comprehensive insurance for vehicles/property
- professional indemnity insurance
- public liability insurance
- third party insurance on motor vehicles
- workers compensation
- other insurance cover as required by state/territory or commonwealth legislation, contractual obligations or as recommended for

RANGE STATEMENT	
	the industry/type of business
<i>Sources of advice and specialist services</i> may include:	<ul style="list-style-type: none"> • accountants <ul style="list-style-type: none"> • business advisers • financial planners and insurance brokers • funding bodies • government agencies (for example, Indigenous Business Australia, Office of Aboriginal Economic Development) • industry/trade associations • insurance brokers • lawyers

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Identify and implement business legal requirements	<p>1.1. Identify and research possible <i>options for the business legal structure</i> using <i>appropriate sources</i></p> <p>1.2. Determine <i>legislation and regulatory requirements</i> affecting the operations of the business under its chosen structure</p> <p>1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements</p>
2. Comply with legislation, codes and regulatory requirements	<p>2.1. Establish systems to ensure the <i>legal rights and responsibilities</i> of the business are identified and the business is adequately protected, specifically in relation to <i>occupational health and safety (OHS)</i>, business registration and environmental requirements</p> <p>2.2. Identify <i>taxation principles and requirements</i> relative to the business and follow procedures to ensure compliance</p> <p>2.3. Identify and carefully maintain <i>legal documents</i> and maintain and update relevant <i>records</i> to ensure their ongoing security and accessibility</p> <p>2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities</p> <p>2.5. Conduct investigations to identify areas of</p>

ELEMENT	PERFORMANCE CRITERIA
	non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	<p>3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities</p> <p>3.2. Investigate and assess potential products/services to determine procurement rights and to ensure protection of business interests where applicable</p> <p>3.3. Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan</p> <p>3.4. Identify insurance requirements and acquire adequate cover</p> <p>3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, reporting, record keeping and consultation skills to operate the business
- literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information
- research skills to investigate legal structures, and taxation and insurance requirements
- time management skills to prioritise tasks and to meet key dates.

Required knowledge

- business registration and licensing requirements
- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation
- creation and termination of relevant legal contracts

REQUIRED SKILLS AND KNOWLEDGE

- cultural differences and legal implications
- duty of care imposed by Law of Torts
- legal rights and obligations of alternative ownership structures
- record keeping to meet minimum legal and taxation requirements
- relevant consumer legislation
- relevant industry codes of practice
- relevant insurance requirements and products.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts
- interpreting compliance data and formulating appropriate action
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant documentation
- candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio of evidence including contracts negotiated and arranged
- oral or written questioning to assess knowledge of relevant consumer legislation
- review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of insurance cover acquired.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT	
<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>	
<i>Options for the business legal structure</i> may include:	<ul style="list-style-type: none"> • company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
<i>Options for the business legal structure</i> may be influenced by:	<ul style="list-style-type: none"> • confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
<i>Appropriate sources</i> may include:	<ul style="list-style-type: none"> • business advisers • financial planners • government agencies

RANGE STATEMENT	
	<ul style="list-style-type: none"> • industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)
<i>Legislation and regulatory requirements</i> may include:	<ul style="list-style-type: none"> • local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as: <ul style="list-style-type: none"> • relevant Acts and regulations • industry and OHS codes of practice • business registrations and licences • planning and other permissions • environmental legislation • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations
<i>Legal rights and responsibilities</i> may include:	<ul style="list-style-type: none"> • culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
<i>Occupational health and safety and requirements</i> must include:	<ul style="list-style-type: none"> • complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
<i>Taxation principles and requirements</i> may include:	<ul style="list-style-type: none"> • relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and

RANGE STATEMENT	
	withholding arrangements
<i>Legal documents</i> may include:	<ul style="list-style-type: none"> • appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)
<i>Records</i> may include:	<ul style="list-style-type: none"> • environmental • financial • OHS • personnel • taxation
<i>OHS records</i> may include:	<ul style="list-style-type: none"> • accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
<i>Procurement rights</i> to products and services may include:	<ul style="list-style-type: none"> • any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
<i>Contracts with relevant people</i> may include:	<ul style="list-style-type: none"> • any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
<i>Insurance requirements</i> may include:	<ul style="list-style-type: none"> • comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation,

RANGE STATEMENT	
	contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document <i>costs</i> associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate <i>pricing strategies</i> in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set <i>profit targets/goals</i> to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare <i>cash flow projections</i> to enable business operation in accordance with business plan and <i>legal requirements</i> 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget

ELEMENT	PERFORMANCE CRITERIA
	<p>3.2. Identify <i>sources of finance</i>, including potential <i>financial backers</i>, to provide required liquidity for the business to complement business goals and objectives</p> <p>3.3. Investigate cost of securing finance on optimal terms</p> <p>3.4. Identify strategies to obtain finance as required to ensure financial viability of the business</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to interpret financial data
- communication skills to secure finance
- literacy skills to develop a financial plan and to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information
- research skills to identify costs and sources of finance.

Required knowledge

- break-even analysis
- costing for the business, including margin/mark-up, hourly charge out rates and unit costs
- financial decision making relevant to the business
- methods and relative costs of obtaining finance
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts
- principles for preparation of profit and loss statements
- purpose of financial reports
- relevant accounting terminology
- working capital cycles.

Evidence Guide

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.

Overview of assessment

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

Evidence of the following is essential:

- development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance
- knowledge of financial decision making relevant to the business.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant documentation
- candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio of evidence including financial plan and records
- review of projected profit statement prepared to supplement the business plan
- review of cash flow projections
- oral or written questioning to assess knowledge of principles for preparation of cash flow forecasts.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB401A Establish legal and risk management requirements of small business
- BSBSMB404A Undertake small business planning
- BSBSMB405A Monitor and manage small business operations
- BSBSMB406A Manage small business finances.

Range Statement

RANGE STATEMENT

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.

<i>Costs</i> may include:	<ul style="list-style-type: none"> • direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
<i>Pricing strategies</i> may include:	<ul style="list-style-type: none"> • competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
<i>Financial plan</i> may include:	<ul style="list-style-type: none"> • analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

RANGE STATEMENT	
	materials, plant and equipment) <ul style="list-style-type: none"> • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
<i>Profit targets/goals</i> may include:	<ul style="list-style-type: none"> • break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
<i>Cash flow projections</i> may include:	<ul style="list-style-type: none"> • anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
<i>Legal requirements</i> may include:	<ul style="list-style-type: none"> • contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
<i>Sources of finance</i> may include:	<ul style="list-style-type: none"> • personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
<i>Financial backers</i> may include:	<ul style="list-style-type: none"> • financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>This unit is suitable for micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Develop marketing strategies	<p>1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan</p> <p>1.2. Evaluate the customer base and target market for the small business as a basis for the <i>marketing objectives and strategies</i></p> <p>1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with <i>relevant people</i> and in accordance with the business plan</p>
2. Determine a marketing mix for the business	<p>2.1. Balance product mix, volumes and pricing to optimise sales and profit</p> <p>2.2. Evaluate the costs and benefits of using different <i>distribution channels</i> and/or providing different <i>levels of customer service</i> and consider the results in determining the <i>marketing mix</i></p> <p>2.3. Determine promotional activities to suit the target market</p> <p>2.4. Consider customer needs and preferences in determining the marketing mix</p> <p>2.5. Determine the marketing mix according to market and business needs</p>
3. Implement marketing	<p>3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success</p>

ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement <i>promotional activities</i> , in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse <i>performance gaps</i> and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse <i>customer reaction</i> to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to question, clarify and report
- literacy and numeracy skills to research information, to analyse data and to interpret market data.

Required knowledge

- industry market trends
- methods of analysing costs and benefits of marketing strategies
- methods of developing marketing objectives and marketing mix
- methods of monitoring customer satisfaction
- relevant market analysis and research
- relevant marketing concepts and methods.

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.

Overview of assessment

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

Evidence of the following is essential:

- developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan
- implementing and monitoring the marketing strategy/plan to optimise the chances of small business success
- knowledge of relevant marketing concepts and methods.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant documentation
- candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio of evidence including marketing strategy and monitoring of marketing performance
- oral or written questioning to assess knowledge of industry market trends
- review of analysis of performance gaps and corrective action taken or new targets set
- review of promotional activities implemented.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT

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.

<i>Marketing objectives and strategies</i> may include:	<ul style="list-style-type: none"> • achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
<i>Distribution channels</i> may include:	<ul style="list-style-type: none"> • dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
<i>Levels of customer service</i> may include:	<ul style="list-style-type: none"> • after sales service • one-on-one personal service • sales assistance for problems/queries only
<i>Marketing mix</i> may include:	<ul style="list-style-type: none"> • distribution • level of service • pricing

RANGE STATEMENT	
	<ul style="list-style-type: none"> • promotion • quality, range • safety features • technical features, design
<i>Promotional activities</i> may include:	<ul style="list-style-type: none"> • advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
<i>Performance gaps</i> may include:	<ul style="list-style-type: none"> • over achievement of performance targets • under achievement of performance targets
<i>Customer reaction</i> may be determined through:	<ul style="list-style-type: none"> • customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives. Specific legal requirements apply to the management of a small business.
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Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Identify elements of the business plan	1.1. Identify purpose of the <i>business plan</i> 1.2. Identify and review the essential components of the business plan 1.3. Identify and document <i>business goals and objectives</i> as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to <i>occupational health and safety (OHS)</i> , in accordance with business goals and objectives 2.2. Research market needs, and market size and potential 2.3. Identify sources and costs of finance, from the <i>financial plan</i> , to provide required liquidity and profitability for the business 2.4. Identify methods, from the <i>marketing strategies</i> , to promote the market exposure of the business 2.5. Identify methods/means of production/operation from the <i>production/operations plan</i> to conform with business goals and objectives 2.6. Identify <i>staffing requirements</i> to effectively produce/deliver products/services 2.7. Identify <i>specialist services</i> and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of <i>relevant people</i> and seek and confirm their support of the planned business direction 3.2. Identify and develop <i>risk management strategies</i>

ELEMENT	PERFORMANCE CRITERIA
	according to business goals and objectives, and relevant legal requirements 3.3. Develop <i>contingency plan</i> to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to assess business performance
- literacy skills to enable interpretation of business information
- numeracy skills to analyse data.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- methods of evaluation
- OHS responsibilities and procedures for identifying hazards relevant to the business
- planning processes
- preparation of a business plan
- principles of risk management relevant to business planning
- reasons for and benefits of, business planning
- relevant industry codes of practice
- setting goals and objectives
- types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

Range Statement

RANGE STATEMENT

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.

Business plan may include:

- business opportunities, which may be influenced by:
 - amount and types of finance available
 - expected financial viability
 - skills of operator
- details of ownership/management
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- level of risk involved, risk assessment and management
- market focus of the business
- marketing requirements
- need to raise finance and requirements of lenders
- organisation/operational arrangements
- proposed size and scale of the business
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
- resources required and available
- sources of funding
- specialist services and sources of advice that may be required
- staffing
- stages in the business development

Business goals and objectives may include:

- customer needs/marketing projections
- family or community benefits

RANGE STATEMENT	
	<ul style="list-style-type: none"> • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
<i>Occupational health and safety issues</i> must include:	<ul style="list-style-type: none"> • identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
<i>Financial plan</i> may include:	<ul style="list-style-type: none"> • analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

RANGE STATEMENT	
	<ul style="list-style-type: none"> and forms of finance) risks and measures to manage or minimise risks working, fixed, debt and equity capital
<i>Marketing strategies</i> may include:	<ul style="list-style-type: none"> achieving lower costs of production and distribution than competitors creating a very different product line or service so that the business becomes a class leader in the industry distribution pricing, presentation and display of products/services product design and packaging product range and mix promotion and advertising pursuing cost leadership and/or product differentiation within a specialist market segment
<i>Production/operations plan</i> may include:	<ul style="list-style-type: none"> customer requirements, market expectations, budgetary constraints industrial relations climate and quality assurance considerations means of supply and distribution operational targets and action plan, which may include short-, medium- or long-term goals options for production, delivery, technical and customer service and support
<i>Staffing requirements</i> may include:	<ul style="list-style-type: none"> full-time, part-time staff, permanent, temporary or casual staff owner/operator sub-contractors or external advisers/consultants
<i>Specialist services</i> may include:	<ul style="list-style-type: none"> accountants business advisors and consultants business brokers contractors government agencies industry/trade associations lawyers and providers of legal advice mentors

RANGE STATEMENT	
	<ul style="list-style-type: none"> • online gateways
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
<i>Risk management strategies</i> may include:	<ul style="list-style-type: none"> • breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
<i>Risk management strategies</i> must include:	<ul style="list-style-type: none"> • OHS requirements
<i>Contingency plan</i> may include:	<ul style="list-style-type: none"> • disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB405B Monitor and manage small business operations

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i></p> <p>Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices</p> <p>Replaces BSBSMB405A Monitor and manage small business operations</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures.

Specific legal requirements apply to the management of a small business.

Application of the Unit

This work is undertaken by individuals who operate a small business.

The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Develop <i>operational strategies and procedures</i>	<p>1.1 Develop an action plan to provide a clear and coherent direction, in accordance with the <i>business goals and objectives</i></p> <p>1.2 Identify <i>occupational health and safety (OHS) and environmental issues</i> and implement strategies to minimise risk factors</p> <p>1.3 Develop a <i>quality system</i> for the business in line with industry standards, compliance requirements and cultural criteria</p> <p>1.4 Develop performance measures and <i>operational targets</i> to conform with the business plan</p> <p>1.5 Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance</p>
2. Implement operational strategies and procedures	<p>2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction</p> <p>2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan</p> <p>2.3 Maintain staffing requirements, where applicable, within budget to maximise productivity</p> <p>2.4 Carry out the provision of goods/services in accordance with established legal, ethical cultural and <i>technical standards</i></p> <p>2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements</p> <p>2.6 Apply quality procedures to address product/service and customer requirements</p>
3. Monitor business performance	<p>3.1 Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance</p>

	<p>with the business plan goals and objectives</p> <p>3.2 Review systems and structures, with a view to more effectively supporting business performance</p> <p>3.3 Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system</p> <p>3.4 Amend operational policies and procedures to incorporate corrective action</p>
4. Review business operations	<p>4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives</p> <p>4.2 Clearly record proposed changes to aid future planning and evaluation</p> <p>4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise</p>

Required Skills and Knowledge

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

Required skills

- analytical skills to develop criteria and targets for the business plan
- communication skills to question, clarify and report
- literacy skills to interpret legal requirements, company policies and procedures
- numeracy skills to manage performance information and to control the finances
- technology skills to use relevant business equipment.

Required knowledge

- methods for developing and maintaining networks
- methods for implementing operation and revenue control systems
- methods for monitoring performance and implementing improvements
- OHS responsibilities and procedures for managing hazards
- principles of risk management relevant to the business, including risk assessment
- quality system principles and methods
- relevant industry codes of practice
- relevant marketing, sales and financial concepts
- relevant performance measures

- role of innovation
- systems to manage staff, stock, expenditure, services and customer service
- environmentally sustainable business practice and operation
- technical or specialist skills relevant to the business operation.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: <ul style="list-style-type: none">• developing strategies and procedures to successfully manage the operation of the business• making appropriate adjustments to the business operations as required• knowledge of quality system principles and methods.
Context of and specific resources for assessment	Assessment must ensure: <ul style="list-style-type: none">• access to relevant documentation• candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none">• portfolio of evidence including operational strategies and procedures• oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment• review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system)• review of records proposing changes to the business operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• BSBSMB406A Manage small business finances

	<ul style="list-style-type: none"> • BSBSMB407A Manage a small team.
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Range Statement

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.

<i>Operational strategies and procedures</i> may be determined by:	<ul style="list-style-type: none"> • business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • technology • environmentally sustainable principles of business operation • use of existing, new and emerging technologies including e-commerce.
<i>Business goals and objectives</i> may include:	<ul style="list-style-type: none"> • customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility.
<i>Occupational health and safety and environmental issues</i> must include:	<ul style="list-style-type: none"> • controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment,

	<p>vehicle access, signs and barricades, traffic control, outside contractors</p> <ul style="list-style-type: none"> • establishment and maintenance of procedures for assessing and controlling risks • establishment and maintenance of procedures for identifying risks to health and safety • environmentally sustainable purchase and supply of goods and services • waste and by-products.
<i>Quality system</i> may include:	<ul style="list-style-type: none"> • manual or computer quality control systems • quality assurance/management approaches • random inspections and assessments of goods and services against predetermined standards • random inspections and assessments of processes against predetermined standards • random sampling and follow-up of customers.
<i>Operational targets</i> may include:	<ul style="list-style-type: none"> • external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • staffing level and skills mix • targets, which may be short-, medium- or long-term.
<i>Technical standards</i> may include:	<ul style="list-style-type: none"> • current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the environmental sustainability, quality, safety, efficiency or other measures to determine the activity is done effectively.

Unit Sector(s)

Management and Leadership – Small and Micro Business

Custom Content Section

Not applicable.

BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Implement financial plan	<p>1.1. Identify <i>financial information</i> requirements and obtain <i>specialist services</i>, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2. Produce financial budgets/projections, including <i>cash flow</i> estimates, as required for each forward period, and distribute to <i>relevant people</i> in accordance with legal requirements</p> <p>1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of <i>financial backers</i></p> <p>1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements</p> <p>1.5. Develop, monitor and maintain client <i>credit policies</i>, including contingencies for debtors in default, to maximise cash flow</p> <p>1.6. Select key performance indicators to enable ongoing monitoring of financial performance</p> <p>1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan</p>
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the

ELEMENT	PERFORMANCE CRITERIA
	<p>extent to which the <i>financial plan</i> has been met</p> <p>2.2. Monitor marketing and operational strategies for their effects on the financial plan</p> <p>2.3. Calculate and evaluate <i>financial ratios</i> according to own/industry benchmarks</p> <p>2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to interpret financial data
- communication skills to negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

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.

Financial plan may include:

- analysis of sales by product/service, identifying where they were sold and to whom
- cash flow estimates for each forward period
- current financial state of the enterprise (or owner/operator)
- estimates of profit and loss projections for each forward period
- financial performance to date (if applicable)
- likely return on investment
- monthly, quarterly or annual returns
- non-recurrent assets calculations
- profit, turnover, capital and equity targets
- projected profit targets, pricing strategies, margins
- projections of likely financial results (budgeting)
- projections, which may vary depending on the importance of such information and the stage in the life of the business
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
- review of financial inputs required (sources and forms of finance)
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:

- accrual of staff leave/entitlements
- asset management strategies which may include:
 - owning, leasing, sharing, syndicating
 - maintaining and deploying assets
- asset registers
- balance sheets
- bookkeeping/accounting/stock/job costing records
- business activity statements
- business capital
- cash book

RANGE STATEMENT	
	<ul style="list-style-type: none"> • cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
<i>Specialist services</i> may include:	<ul style="list-style-type: none"> • accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
<i>Cash flow</i> may include:	<ul style="list-style-type: none"> • anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
<i>Financial backers</i> may include:	<ul style="list-style-type: none"> • financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
<i>Credit policies</i> may include:	<ul style="list-style-type: none"> • collateral • credit limits • credit references • debt collection • payment options • proof of Indigenous identity

RANGE STATEMENT	
	<ul style="list-style-type: none"> • trading terms
<i>Financial ratios</i> may include:	<ul style="list-style-type: none"> • current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB407A Manage a small team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Develop staffing plan	<p>1.1. Determine <i>staffing requirements</i> to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan</p> <p>1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps</p> <p>1.3. Develop <i>policies and procedures</i> for owner/s and staff, in accordance with the business plan</p>
2. Recruit, induct, train and retain the team	<p>2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business</p> <p>2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements</p> <p>2.3. Induct new staff members in accordance with the policies and procedures of the business</p> <p>2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>are unfamiliar with the procedures of the business</p> <p>2.5. Develop and implement a <i>staff development program and career paths</i> based on the requirements of business and staff competencies</p> <p>2.6. <i>Advertise staff vacancies</i> appropriately in accordance with staffing plan</p>
3. Comply with INDUSTRIAL RELATIONS obligations	<p>3.1. Clarify workplace rights and obligations of employers and employees, in accordance with <i>legal requirements and codes of practice</i></p> <p>3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately</p>
4. Maintain staff records	<p>4.1. Develop <i>staff records system</i> to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements</p> <p>4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required</p>
5. Manage staff	<p>5.1. Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed <i>performance measures</i></p> <p>5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business</p> <p>5.3. Support and encourage staff, and acknowledge and reward their contribution to the business</p> <p>5.4. Regularly provide opportunities for staff to discuss work related issues</p> <p>5.5. Develop <i>contingency plans</i> to cope with unexpected or extreme situations and take appropriate corrective action as required</p>
6. Review team performance	<p>6.1. Develop positive and constructive relationships with and between <i>team members</i></p> <p>6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members</p> <p>6.3. Identify strengths and weaknesses of team against current and expected work requirements</p> <p>6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency</p> <p>6.5. Encourage team members to monitor their own</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements</p> <p>6.6. Monitor and review staff turnover rate</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to identify workplace skill gaps
- coaching skills
- communication skills to relate to staff
- conflict resolution skills
- literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description
- team building and motivation skills.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity (EEO), industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- relevant industry awards/enterprise agreements
- staff development and career planning
- staff counselling, grievance and disciplinary procedures
- unfair dismissal legislation and procedures.

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> managing a small team including staff selection, staff records, induction, training and development developing and maintaining team performance to enhance business operations knowledge of relevant legislative requirements affecting business operation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant documentation candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> portfolio of evidence including staff policies and records, and contingency plans oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs review of job/position descriptions and selection criteria developed review of documentation monitoring and reviewing staff turnover rate.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
<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</p>

RANGE STATEMENT	
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.	
<i>Staffing requirements</i> may include:	<ul style="list-style-type: none"> • full-time, part-time, permanent, temporary or casual • number of staff • responsibilities, competencies required • self, other owners, family and/or friends • sub-contractors or external advisors/consultants • time commitment, performance expectations
<i>Policies and procedures</i> must include:	<ul style="list-style-type: none"> • complaint and grievance procedures • culturally appropriate entitlements e.g. funeral leave, national/religious days • culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers • employment conditions, equal opportunity, anti-discrimination, cultural diversity • induction and training • OHS • recruitment and selection • performance measures • professional development
<i>Staff development program and career paths</i> may include	<ul style="list-style-type: none"> • attendance at courses • career planning • coaching • flexible learning • job rotation • mentoring • on-the-job training • professional development • staff exchanges • succession planning
<i>Advertising staff vacancies</i> may include:	<ul style="list-style-type: none"> • electronic (radio, television and internet) • noticeboards • print media • word-of-mouth
<i>Industrial relations</i> may include:	<ul style="list-style-type: none"> • awards and/or industrial agreements and

RANGE STATEMENT	
	<ul style="list-style-type: none"> relevant industrial instruments counselling, dismissal procedures
<i>Legal requirements and codes of practice</i> may include:	<ul style="list-style-type: none"> award and enterprise agreements and relevant industrial instruments commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination relevant industry codes of practice
<i>Staff records system</i> must include:	<ul style="list-style-type: none"> disciplinary and grievance procedures employee records (including tax file number, remuneration, leave and training records) job/position descriptions OHS record records of taxation and superannuation payments made
<i>Performance measures</i> may include:	<ul style="list-style-type: none"> overall staff productivity percentage of chargeable hours/days per week performance of key people ratio of direct workers to those who support, supervise or manage them ratio of sales dollars per employee staff morale, work ethic, work satisfaction
<i>Contingency plans</i> may include:	<ul style="list-style-type: none"> accidents or emergencies environmental issues fluctuating workloads OHS unpredicted customer demand/busy periods unpredicted staff shortages
<i>Team members</i> may include:	<ul style="list-style-type: none"> employees, trainees/apprentices, sub-contractors or external advisers/consultants owner/s, partners, family members

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	<p>This Unit first released with <i>BSB07 Business Training Package version 7.0</i>.</p> <p>Replaces BSBOHS407A Monitor a safe workplace.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement and monitor the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

Application of the Unit

This unit applies to workers with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area.

The unit applies to individuals with a broad knowledge of WHS policies who contribute well-developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. These workers provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Provide information to the work team about WHS policies and procedures	<p>1.1 Accurately explain to the work team, relevant provisions of <i>WHS Acts, regulations and codes of practice</i></p> <p>1.2 Provide information about the <i>organisation's WHS policies, procedures and programs</i>, and ensure it is readily accessible to and understandable by the work team</p> <p>1.3 Regularly provide and clearly explain to the work team, <i>information</i> about identified hazards and the outcomes of risk assessment and control</p>
2. Implement and monitor participation arrangements for managing WHS	<p>2.1 Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace</p> <p>2.2 Apply <i>consultation procedures</i> to facilitate participation of the work team in managing work area hazards</p> <p>2.3 Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements</p> <p>2.4 Promptly record and communicate to the work team the outcomes of consultation over WHS issues</p>
3. Implement and monitor organisational	3.1 Identify WHS training needs according to organisational requirements, and WHS legislative and regulatory requirements

procedures for providing WHS training	<p>3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant individuals</p> <p>3.3 Provide workplace learning opportunities, and coaching and mentoring assistance, to facilitate team and individual achievement of identified WHS training needs</p> <p>3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial and management plans</p>
4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks	<p>4.1 Identify and report on hazards in work area according to WHS policies and procedures, and WHS legislative and regulatory requirements</p> <p>4.2 Promptly action team member hazard reports according to organisational procedures and WHS legislative and regulatory requirements</p> <p>4.3 Implement <i>procedures to control risks</i> using the hierarchy of control, according to organisational and WHS legislative requirements</p> <p>4.4 Identify and report inadequacies in existing risk controls according to hierarchy of control and WHS legislative requirements</p> <p>4.5 Monitor outcomes of reports on inadequacies, where appropriate, to ensure a prompt organisational response</p>
5. Implement and monitor organisational procedures for maintaining WHS records for the team	<p>5.1 Accurately complete and maintain <i>WHS records</i> of incidents of occupational injury and disease in work area, according to WHS policies, procedures and legislative requirements</p> <p>5.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area</p>

Required Skills and Knowledge

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

Required skills

- analytical and problem solving skills to:
 - identify hazards
 - assess risks in the work area

- review information relating to monitoring and evaluating incidents, and the effectiveness of risk controls
- coaching and mentoring skills to provide support to colleagues
- literacy skills to understand and interpret documentation, and to interpret WHS requirements.

Required knowledge

- hazards and associated risks in the workplace
- key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business
- organisational policies and procedures relating to hazard management, fire, emergency, evacuation, incident investigation and reporting
- relevance of consultation and participation as key mechanisms for improving WHS and culture
- WHS legislative responsibilities, duties and obligations of managers, supervisors, persons conducting businesses or undertakings (PCBUs) or their officers, and workers in the workplace.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying organisational WHS management systems and procedures in the work team area • applying procedures for assessing and controlling risks to health and safety associated with those hazards, according to the hierarchy of control and as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice • providing specific, clear and accurate information and advice on workplace hazards to work team • knowledge of legal responsibilities of managers, supervisors, PCBUs or their officers and workers in the workplace.
Context of and specific resources	Assessment must ensure access to:

for assessment	<ul style="list-style-type: none"> • an actual workplace or simulated environment • office equipment and resources • examples of documentation relating to hazards in the workplace • examples of documents relating to workplace safety, hazard identification and risk assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of records communicating the outcomes of consultation over WHS issues to the work team • analysis of responses to case studies and scenarios • review of reports to management on the costs associated with providing training for the work team • oral or written questioning to assess knowledge of workplace safety and hazards • examples of risk assessments • evaluation of actioning of team member hazard reports • review of WHS records of occupational injury and disease incidents in work area.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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><i>WHS Acts, regulations and codes of practice</i> may include:</p>	<ul style="list-style-type: none"> • applicable commonwealth and state or territory WHS Acts, regulations and codes of practice • common law duties to meet general duty of care requirements • duty holders, as specified in WHS Acts: <ul style="list-style-type: none"> • PCBU's or their officers • workers • other persons at a workplace • WHS legislative and regulatory requirements for effective management of hazards • WHS legislative and regulatory requirements for establishing consultation arrangements, including those for health and safety representatives and health and safety committees • WHS legislative and regulatory requirements for providing information and training, including: <ul style="list-style-type: none"> • training in safe operating procedures • procedures for workplace hazards • hazard identification • risk assessment and risk control • emergency and evacuation procedures • WHS legislative, regulatory and other requirements for the maintenance and confidentiality of records of occupational injury and disease.
<p><i>Organisation's WHS policies, procedures and programs</i> may address:</p>	<ul style="list-style-type: none"> • acquisition, use, storage and disposal of hazardous chemicals • alcohol and other drug intoxication • consultation arrangements for workers in work area • emergency and evacuation procedures • family-friendly environment • first aid provision and medical treatment • hazard reporting procedures • incident investigation • life-work balance strategies • maintenance and use of plant and equipment • procedures for hazard identification • procedures for risk assessment, and selection and implementation of risk controls • purchasing policy and procedures • requirements of applicable commonwealth and state or territory WHS Acts, regulations and codes of practice • safe operating procedures and instructions

	<ul style="list-style-type: none"> • site access and egress • transport and storage of dangerous goods • use and care of personal protective equipment • WHS arrangements for on-site contractors and subcontractors, visitors and members of the public • WHS audits and inspections.
Information may result from:	<ul style="list-style-type: none"> • examining commonwealth and state or territory WHS Acts, regulations and codes of practice • checking equipment before and during work • consulting work team members through daily informal worker consultation and regular formal meetings • housekeeping • reviewing health and safety records, including hazard reports, hazardous substances and dangerous goods registers, and injury records • WHS audits and review of audit reports • workplace inspections in area of responsibility.
Consultation procedures may include:	<ul style="list-style-type: none"> • attendance of health and safety representatives at management and WHS planning meetings • early response to worker suggestions, requests, reports and concerns put forward to management • election of health and safety representatives according to legislative requirements • formal and informal meetings • health and safety committees • individual performance management processes • other committees, for example planning and purchasing • requirements as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice.
Procedures to control risks may include:	<ul style="list-style-type: none"> • as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice • consultation with workers and their representatives • redesign of job, process or workplace, for example: <ul style="list-style-type: none"> • introducing mechanical handling equipment • raising or lowering work platforms • rearranging material flow, timing and/or scheduling • removing the cause of a risk at its source (eliminating the hazard), for example removing stored goods permanently from emergency exit

	<p>passageways</p> <ul style="list-style-type: none"> selecting controls according to the hierarchy of risk control, for example working through the hierarchy from the most effective to least effective control.
WHS records may include:	<ul style="list-style-type: none"> any record of alcohol or drug use as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice audit and inspection reports consultation, for example: <ul style="list-style-type: none"> meetings of health and safety committees work team meeting agendas, including WHS items and actions first aid/medical post records hazardous chemicals registers induction, instruction and training manufacturer and supplier information, including dangerous goods storage lists plant and equipment maintenance and testing reports workers' compensation and rehabilitation records workplace environmental monitoring records.

Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

BSBWHS504A Manage WHS hazards and risks

Modification History

Release	Comments
Release 1	<p>This Unit first released with <i>BSB07 Business Training Package version 7.0</i>.</p> <p>Replaces but is not equivalent to BSBOHS505C Manage hazards in the work environment AND BSBOHS507B Facilitate the application of principles of occupational health to control OHS risk.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage work health and safety (WHS) hazards and risks.

Application of the Unit

This unit applies to individuals who contribute to the management of WHS hazards and risks. This management is based on the organisation's WHS management system (WHSMS), WHS information system (WHSIS) and risk-management approach (as covered in BSBWHS503A Contribute to the systematic management of WHS risk).

The unit applies to people who work in a range of WHS roles across all industries and who apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Access information and data on WHS hazards and risks	<p>1.1 Identify <i>sources of information and data</i></p> <p>1.2 Obtain information and data to determine the nature and scope of <i>hazards and risks</i>, the range of harms they may cause, and how these harms happen</p> <p>1.3 Obtain information and data to determine techniques, tools and processes to assess risk associated with identified hazards and risk control options</p>
2. Prepare to manage WHS hazards and risks	<p>2.1 Apply knowledge of the organisation's WHSMS and WHSIS to identify requirements for managing WHS hazards and risks</p> <p>2.2 Apply knowledge of <i>WHS legislation</i> to identify <i>duty holders</i> and legislative requirements for managing WHS hazards and risks</p>
3. Develop and implement WHS hazard and risk-management processes	<p>3.1 Apply techniques, tools and processes to assess risks associated with hazards and risk control options</p> <p>3.2 Apply knowledge of hazards and risks to develop appropriate risk controls</p> <p>3.3 Develop and implement a risk control plan and evaluate risk controls</p> <p>3.4 Carry out hazard identification and risk management according to organisational and legal requirements, adopting a</p>

	risk-management approach
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Required Skills and Knowledge

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

Required skills

- analytical skills to:
 - analyse relevant workplace information and data
 - contribute to the assessment of resources needed to manage risk and where appropriate access these resources
 - identify areas for WHS improvement
- communication skills to:
 - conduct effective formal and informal meetings and communicate effectively with personnel at all levels of the organisation
 - use language appropriate to the work team and the task
- consultation and negotiation skills to:
 - develop plans
 - implement and monitor designated actions
- information technology skills to:
 - access and download internal and external information and data on WHS
 - use a range of communication media
- literacy skills to prepare plans and reports for a range of target groups, including health and safety committees, health and safety representatives, managers, supervisors, and persons conducting businesses or undertakings (PCBUs) or their officers
- organisational skills to manage own tasks within a timeframe
- project-management skills to achieve change in WHS matters
- research skills to:
 - access relevant WHS information and data
 - identify areas for improvement
 - interpret information and data.

Required knowledge

- basic principles of incident causation and injury processes
- difference between hazard and risk

- formal and informal communication and consultation processes, and key personnel related to communication
- how the characteristics and composition of the workforce impact on WHS risk and the management of WHS, including:
 - communication skills
 - cultural background and diversity
 - gender
 - labour market changes
 - language, literacy and numeracy levels of the workforce
 - structure and organisation of the workforce, including part time, casual and contract workers; shift rosters; and geographical location
 - workers with specific needs and limitations
 - workplace culture towards alcohol and other drug use
- internal and external sources of WHS information and data, and how to access them
- limitations of generic hazard identification and risk assessment checklists, and risk ranking processes
- methods for providing evidence of compliance with WHS legislation
- nature of workplace processes (work flow, planning and control) and hazards relevant to the workplace
- organisational culture as it impacts on the work team
- organisational WHS policies, procedures, processes and systems
- other functional areas that impact on the management of WHS
- principles and practices of a systematic approach to managing WHS
- relevant commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications
- risk as the effect of uncertainty on objectives
- risk management as a duty of PCBU's or their officers under WHS legislation
- roles and responsibilities of individuals and parties under WHS legislation
- standard industry controls for a range of hazards
- techniques, tools and processes for identifying and controlling health and safety hazards and risks, including:
 - hazard and risk checklists
 - hazard hunts
 - job safety analyses
 - manifests and registers, including for dangerous goods, hazardous chemicals and plant
 - safe work method statements
 - surveys using questionnaires, interviews and other survey techniques
 - workplace inspections and walk throughs.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • complete risk assessment using a range tools and processes • outline risk factors and recommended risk controls for a hazard • action plan to implement risk controls and risk-management processes, including positive performance indicators to monitor implementation • knowledge of relevant WHS Acts, regulations, codes of practice, standards and guidance material.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • workplace documentation • office equipment and resources • relevant Acts, regulations, codes of practice, standards and guidelines relating to risks found in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on the effectiveness of hazard identification, risk assessment, and control and management actions taken • demonstration of techniques used to identify hazards, to assess associated risks, and to control, monitor and evaluate risks • direct questioning combined with review of portfolios of evidence and third-party reports of on-the-job performance by the candidate • observation of performance in role plays

	<ul style="list-style-type: none"> • observation of presentations • oral or written questioning to assess knowledge • review of action plans • written reports on hazard-identification and risk-management activities.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBWHS503A Contribute to the systematic management of WHS risk • BSBWHS506A Contribute to developing, implementing and maintaining WHS management systems • BSBWHS507A Contribute to managing WHS information systems • BSBWHS508A Manage WHS hazards associated with plant.

Range Statement

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.

<i>Sources of information and data</i> may include:	<ul style="list-style-type: none"> • Australian and international standards • industry bodies and groups • unions • websites, journals and newsletters • WHS Acts, regulations, codes of practice, guidelines and other information issued by WHS regulators • WHS specialists • workers' compensation insurance agents • workplace policies, procedures, processes and systems.
<i>Hazards and risks</i> may include:	<ul style="list-style-type: none"> • hazards and risks associated with particular industries and/or occupations

	<ul style="list-style-type: none"> hazards and risks determined by: <ul style="list-style-type: none"> needs of the workplace, local industry and regional contexts how common they are or could be how big a problem they are or could be, in terms of severity of actual or potential harm, and numbers of workers they may harm potential or actual costs, impacts on the organisation/industry, and requirements to comply with hazard and industry-specific WHS regulations and codes of practice commonly occurring hazards: <ul style="list-style-type: none"> biological hazards, such as viruses, bacteria, hepatitis, legionnaires' disease, Q fever, brucellosis, leptospirosis, HIV and fungi electrical extreme temperature hazardous chemicals ionising and non-ionising radiation machinery and equipment manual tasks noise and vibration psychosocial hazards, such as work-related stress and fatigue, bullying and violence working at height, falling objects, falls, slips and trips.
WHS legislation may include:	<ul style="list-style-type: none"> Acts regulations codes of practice.
Duty holders may include:	<ul style="list-style-type: none"> as specified in WHS Acts: <ul style="list-style-type: none"> PCBUs or their officers workers other persons at a workplace.

Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Select and use technology	1.1. Select appropriate <i>technology</i> and <i>software applications</i> to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to <i>organisational requirements</i> and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate <i>input devices</i> according to organisational requirements 2.3. <i>Store data</i> appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used <i>technology consumables</i> in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange <i>routine maintenance</i> to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	3.3. <i>Identify equipment faults</i> accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
- ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • IT use units • other industry capability units.

Range Statement

RANGE STATEMENT
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

RANGE STATEMENT

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.

<i>Technology</i> may include:	<ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
<i>Software applications</i> may include:	<ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
<i>Input devices</i> may include:	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
<i>Storage of data</i> may include:	<ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
<i>Technology consumables</i> may include:	<ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks

RANGE STATEMENT	
	<ul style="list-style-type: none"> • print heads • printer ribbons and cartridges • toner cartridges • zip disks
<i>Routine maintenance</i> may include:	<ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
<i>Identifying equipment faults</i> may include:	<ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Workplace Effectiveness
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Co-requisite units

Co-requisite units		

BSBWOR301B Organise personal work priorities and development

Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i></p> <p>Revised unit. Performance criteria and required skills updated to focus on learning and development practices, KPIs and compliance with policy and procedures.</p> <p>Replaces BSBWOR301A Organise personal work priorities and development</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. Operators may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Organise and complete own work schedule	<p>1.1 Ensure that work goals, objectives or KPIs are understood, negotiated and agreed in accordance with organisational requirements</p> <p>1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes</p> <p>1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans</p> <p>1.4 Use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks</p>
2. Monitor own work performance	<p>2.1 Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs</p> <p>2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements</p> <p>2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements</p> <p>2.4 Identify signs of stress and effects on personal wellbeing</p> <p>2.5 Identify sources of stress and access appropriate supports and resolution strategies</p>
3. Coordinate personal skill development and learning	<p>3.1 Identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements</p> <p>3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel</p> <p>3.3 Access, complete and record professional development</p>

	<p>opportunities to facilitate continuous learning and career development</p> <p>3.4 Incorporate formal and informal feedback into review of further learning needs</p>
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Required Skills and Knowledge

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

Required skills

- communication skills to give and receive constructive feedback relating to development needs
- literacy skills to read and understand the organisation's procedures
- planning skills to organise work priorities according to work goals and objectives
- problem-solving skills to solve routine problems
- self-management skills to:
 - comply with policies and procedures
 - consistently evaluate and monitor own performance
 - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- principles and techniques of goal setting, measuring performance, time management and personal assessment
- competency standards and how to interpret them in relation to self
- methods to identify and prioritise personal learning needs.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • preparing work plans • scheduling and prioritising work objectives and tasks • knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of work schedules and performance improvement plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of self-assessment documentation outlining learning and development needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of methods to identify and prioritise personal learning needs • evaluation of planning for personal skill development activities and professional development opportunities.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

Work goals and objectives may include:	<ul style="list-style-type: none"> • budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation.
KPIs may include:	<ul style="list-style-type: none"> • key performance indicators on customer satisfaction • key performance indicators on customer effort • monitoring time taken to answer calls • operating within reporting protocols • score tools such as net promoter • understanding metrics.
Organisational requirements may include:	<ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals.
Factors affecting the achievement of work objectives may include:	<ul style="list-style-type: none"> • budget constraints • competing work demands • environmental factors such as time, weather • resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls.
Business technology may include:	<ul style="list-style-type: none"> • computer applications • computers • email

	<ul style="list-style-type: none"> • facsimile machines • internet/extranet/intranet • modems • personal schedulers • photocopiers • printers • scanners.
Feedback on performance may include:	<ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery.
Products and services may include:	<ul style="list-style-type: none"> • either products or services • goods • ideas • infrastructure • private or public sets of benefits.
Signs of stress may include:	<ul style="list-style-type: none"> • absence from work • alcohol or other substance abuse • conflict • poor work performance.
Personal wellbeing may include:	<ul style="list-style-type: none"> • cultural • emotional • social • spiritual.
Sources of stress may include:	<ul style="list-style-type: none"> • complex tasks • cultural issues • work and family conflict • workloads.
Supports and resolution strategies may include:	<ul style="list-style-type: none"> • awareness raising • counselling • employee assistance programs (EAP) • family support • group activities • job design • mediation • sharing load • time off • training.
Professional development	<ul style="list-style-type: none"> • career planning/development

<i>opportunities</i> may include:	<ul style="list-style-type: none">• coaching, mentoring and/or supervision• formal/informal learning programs• internal/external training provision• performance appraisals• personal study• quality assurance assessments and recommendations• recognition of current competence/skills recognition• work experience/exchange/opportunities• workplace skills assessment.
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Unit Sector(s)

Industry Capability – Workplace Effectiveness

Custom Content Section

Not applicable.

BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Plan to achieve team outcomes	<p>1.1. Identify, establish and document <i>team purpose, roles, responsibilities, goals, plans and objectives</i> in <i>consultation</i> with team members</p> <p>1.2. Support team members in meeting expected outcomes</p>
2. Develop team cohesion	<p>2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team</p> <p>2.2. Encourage and support team members to take <i>responsibility for own work</i> and to assist each other in undertaking required roles and responsibilities</p> <p>2.3. Provide <i>feedback</i> to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4. Recognise and address issues, concerns and problems identified by team members or refer to <i>relevant persons</i> as required</p>

ELEMENT	PERFORMANCE CRITERIA
3. Participate in and facilitate work team	<p>3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes</p> <p>3.2. Give the team support to identify and resolve problems which impede its performance</p> <p>3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers</p>
4. Liaise with management	<p>4.1. Maintain open <i>communication</i> with <i>line manager/management</i> at all times</p> <p>4.2. Communicate information from line manager/management to the team</p> <p>4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken</p> <p>4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - boost team morale
 - deal with team conflict
 - deliver messages from management
 - facilitate discussion
 - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
 - delegation and work allocation
 - goal setting
 - group dynamics and processes
 - individual behaviour and difference
 - leadership
 - motivation
 - negotiation
 - planning.

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met
- techniques in communicating information, dealing with team conflict and resolving issues
- knowledge of organisational goals, objectives and plans.

Context of and specific resources for assessment

Assessment must ensure:

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

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT	
<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>	
<i>Team purpose, roles, responsibilities, goals, plans and objectives</i> may include:	<ul style="list-style-type: none"> • action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
<i>Consultation</i> may include:	<ul style="list-style-type: none"> • attending meetings, interviews, brainstorming sessions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
Responsibility for own work may involve:	<ul style="list-style-type: none"> • individual and joint actions • individuals and teams
Feedback may refer to:	<ul style="list-style-type: none"> • formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
Relevant persons may include:	<ul style="list-style-type: none"> • colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
Communication may include:	<ul style="list-style-type: none"> • face-to-face • formal/informal interaction • verbal, written or electronic communication
Line manager/management may refer to:	<ul style="list-style-type: none"> • direct superior or other management representatives

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

CPCCBC4005A Produce labour and material schedules for ordering

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to produce schedules of resource requirements so that orders can be placed for materials and labour for residential and commercial projects and to record and track costs as they are incurred. Knowledge of codes, regulations and approval processes, contractor systems, physical resource and supplier identification and the ability to assess the availability of and requirements for skilled labour are essential.

Application of the Unit

Application of the unit This unit of competency supports the needs of site managers and forepersons, estimators, project managers and builders in the construction industry with a responsibility for producing schedules for ordering materials and labour.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and apply all contract conditions to the schedules.	<p>1.1. All contractual requirements are included in the schedules.</p> <p>1.2. <i>Local government and regulatory bodies</i> ' conditions of approval are included in the schedules.</p> <p>1.3. Schedules include colour selections.</p> <p>1.4. Variations to contracts, raised by the client or the builder, are included in the schedules.</p>
2. Produce material and labour schedules, overlays and orders.	<p>2.1. Nominated suppliers and contractors are detailed in work schedules.</p> <p>2.2. Relevant overlay drawings are produced.</p> <p>2.3. Orders include contract details and instructions.</p> <p>2.4. Contract rates are applied to material and labour schedules.</p>
3. Prepare site files.	<p>3.1. All necessary site documents are included, including approved <i>plans and specifications</i>.</p> <p>3.2. Call forward sheets are prepared detailing all orders.</p>
4. Monitor and report on project costs.	<p>4.1. <i>Project costs</i> are analysed against estimates during construction.</p> <p>4.2. Approved variation costs are analysed.</p> <p>4.3. Final project cost analysis is provided.</p>
5. Maintain data files of	<p>5.1. Approved variation cost increases are incorporated</p>

ELEMENT**PERFORMANCE CRITERIA**

standard costs.

into site files.

5.2. Changes to standard plans, specifications and cost files are included in site files.

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

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

Required skills

Required skills for this unit are:

- communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - communicate information effectively within the organisation and to external agencies and the client
 - read and interpret:
 - contracts
 - drawings and specifications
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - written skills to:
 - prepare and maintain site files
 - produce schedules and orders
- identify and analyse relevant information
- numeracy skills to apply calculations.

Required knowledge

Required knowledge for this unit is:

- operation and structure of the organisation's costing and contracting system
- state or territory building and construction codes, standards and regulations relevant to the form of building or construction being undertaken
- types of building or construction drawings and specifications commonly used in the industry
- types, scope and usage of labour through the employee and contractor systems.

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.

Overview of assessment

This unit of competency could be assessed by the preparation of schedules for materials and labour for a building project.

This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- identify materials required for the project and gather supply information effectively
- plan and allocate human and physical resources
- produce documentation that meets the timeframes and quality standards established by the organisation
- communicate information effectively within the organisation and to external agencies and the client, as required.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- documentation that should normally be available in a building or construction office

EVIDENCE GUIDE

- relevant codes, standards and regulations
- office equipment, including calculators, photocopiers and telephone systems
- computers with appropriate software to view 2-D CAD drawings, run costing programs and print copies
- a technical reference library with current publications on measurement, design, building construction and manufacturers' product literature
- a suitable work area appropriate to the construction process.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with

EVIDENCE GUIDE

a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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.

Local government and regulatory bodies include:

- electricity regulatory authorities
- environmental authorities
- health departments
- shire or municipal councils
- water corporations.

Plans and specifications include:

- building codes
- colour selections
- contract requirements
- material and labour schedules
- materials specifications
- plans, sketches and drawings

RANGE STATEMENT

Project costs include:

- statements of requirements.
- building or construction materials
- communications costs
- fuels, lubricants and other consumables
- organisational and subcontract labour costs
- overheads
- professional indemnity and other insurance costs
- project administration costs
- site facilities, such as toilets and storage sheds.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCBC4012B Read and interpret plans and specifications

Modification History

Minor change in unit descriptor and evidence guide overview information

Equivalent to CPCCBC4012A

Unit Descriptor

This unit of competency specifies the outcomes required to read and interpret plans and specifications applicable to low rise residential and commercial projects in order to inform estimation, planning and supervisory activities.

Application of the Unit

This unit of competency supports the needs of site managers, forepersons, estimators, builders, managers and other building and construction industry personnel responsible for ensuring the currency of plans and specifications and for reading and interpreting these for application to estimation, planning and related supervisory activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Identify types of drawings and their purposes.	1.1	Purpose and advantage of different <i>types of drawings</i> are identified.
		1.2	Different <i>aspects of drawings</i> are identified.
2	Apply commonly used symbols and abbreviations.	2.1	Commonly used symbols and abbreviations on drawings are identified, understood and applied
		2.2	Common building and construction terms used on drawings are identified, understood and applied
3	Locate and identify key features on a site plan.	3.1	Building site is identified from location drawings.
		3.2	True north and building orientation are identified from details provided on site plan.
		3.3	Key features of site plan are identified.
4	Identify and locate key features on drawings.	4.1	Key features of plans, elevations and sections are identified.
		4.2	Client requested variations to standard plans are identified on drawings.
5	Correctly read and interpret specifications.	5.1	Provisional sum (PS) and prime cost (PC) values are identified and correctly applied.
		5.2	Customer variations to standard specifications are identified.
		5.3	Correct interpretations of essential elements are applied to estimation, planning and supervisory tasks and are communicated.
		5.4	Building codes or standards affecting the work to be undertaken are identified, including references to Australian standards and the National Construction Code (NCC).

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|---|---|-----|---|
| 6 | Identify non-structural aspects to the specification. | 6.1 | Key features of products included in the <i>specification</i> are identified, including the design, purpose, aesthetics and cost relationships. |
|---|---|-----|---|

Required Skills and Knowledge

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

Required skills

Required skills for this unit are:

- communication skills to:
 - consult with industry professionals
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - interact effectively by telephone, facsimile, email and in writing with clients, organisational personnel and appropriate local authorities
 - read and interpret:
 - tender documentation
 - other relevant workplace documentation
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - written communication skills to produce required documentation
- identify and analyse relevant information
- numeracy skills to calculate labour hours and costs and material quantities and costs
- translation of documented requirements into on-site activities and site and structural features from two-dimensional to three-dimensional formats.

Required knowledge

Required knowledge for this unit is:

- building and construction practices
- internal documentation systems
- regulatory approvals processes and timeframes
- relevant state or territory building and construction codes, standards and regulations
- types of building and construction drawings and drawing perspectives
- types of building and construction industry contracts.

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.

Overview of assessment

This unit of competency could be assessed by correctly interpreting a range of plans and specifications for activities relating to low rise residential and commercial construction projects.

This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- read and interpret plans and specifications including identification of key features, levels, contours, sections, service entry points, site features to be removed or retained and other details pertinent to the construction process
- identify the characteristics and features of sites and structures pertinent to a construction project, including:
 - determine correct orientation of structures on site
 - establish location of key on-site features in relation to building or other structures
- identify and incorporate customer variations to agreed plans and specifications
- correctly interpret essential elements and apply these to estimation, planning and supervisory tasks
- effectively communicate specification changes to organisational personnel and confirm variations with the client.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- documentation that should normally be available in either a building or construction office
- relevant codes, standards and government regulations
- office equipment, including calculators, photocopiers and telephone systems
- computers with appropriate software to view 2-D CAD drawings, run costing programs and print copies
- technical reference library with current publications on measurement, design, building construction and manufacturer's product literature
- suitable work area appropriate to the construction process.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and

environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Types of drawings include:

- CAD drawings
- construction information
- detailed amendment drawings
- details of:
 - roads and pathways
 - parking areas
 - boundaries and landscaping
- initial sketches

- preliminary and final drawings and plans
- presentation drawings
- service details, such as:
 - wiring
 - piping
 - ducts and waste disposal
- sketch plans
- working drawings.

Aspects of drawings include:

- elevations
- plans
- sections
- views in isometric projection and perspective.

Key features of site plan include:

- access and egress
- contours and slopes
- drainage lines
- easements
- existing dwellings, buildings or other structures
- location and situation
- major geological and topographical features
- paving
- retaining walls
- service connection points
- set backs
- stormwater disposal
- trees and vegetation.

Specification includes:

- levels and survey information
- materials lists
- performance data and material technical data
- schedules of quantities
- stress, load and bearing calculations.

Unit Sector(s)

Functional area

Unit sector

Construction

Custom Content Section

Not applicable.

CPCCBC4037A Prepare drawings for heritage works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to prepare drawings for heritage works associated with historic buildings and structures of cultural significance. To successfully prepare drawings requires a comprehensive understanding of architectural forms, specifically period architecture, and appropriate drafting techniques. The unit requires the ability to interpret specifications for drawings, measure and calculate dimensions accurately, and work to scale.

Application of the Unit

Application of the unit This unit of competency supports builders, project managers and related construction industry professionals responsible for heritage works during residential and commercial projects.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

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. Plan and prepare for drawing requirements.	<p>1.1. Specifications for drawing are identified from request or conservation authority requirements.</p> <p>1.2. Dimensions of the <i>historical or significant building</i> are determined in accordance with appropriate <i>methods</i>, taking into account the type of structure, access to details and previous drawings available, if applicable.</p> <p>1.3. Method of recording feature details is determined in accordance with nature of the feature, location and accessibility.</p> <p>1.4. Method and system of recording identification, location and dimensional information are determined and applied in accordance with requested drawing requirements.</p> <p>1.5. Equipment and instruments required are identified, listed and used in accordance with recording task requirements.</p>
2. Organise information for drawing preparation.	<p>2.1. Information is gathered and organised to determine overall dimensions of the building, structure or details to be drafted.</p> <p>2.2. Information is gathered to identify and group all recorded details associated with each area or section of the building or structure.</p>

ELEMENT	PERFORMANCE CRITERIA
3. Draw or develop orthographic description.	2.3. Size of the drawing and scale to be used is determined in accordance with dimensions of building, structure or section.
	2.4. Sketches, tracings or photographs of recorded features are identified and located with other recorded information related to <i>feature work</i> .
	3.1. Block layout of views and designed spacings, where applicable, are drawn or developed to planned layout and scaled accurately to recorded or calculated dimensions.
	3.2. Orthographic description views are detailed to show visible lines of structure and elements as seen with each view to correct scale representation of recorded dimensions.
	3.3. Architectural drawing conventions, symbols and hatching, where applicable, are shown on drawings in accordance with AS1100.301 - 1985 Architectural Drafting.
	3.4. Plans of large buildings are produced by use of grids, where applicable, to provide cross-referencing and dimensioning by coordinates.
4. Draw or develop sectional detailed drawings.	3.5. Dimensions and reference notations are located relevantly on drawings to provide full detailed descriptions as required with each view.
	3.6. Appendices and reference details of drawing are provided with drawing as required and in accordance with overall request.
	4.1. Sectional detailed drawings are drawn or <i>developed</i> to scale to show detailed structural description of relationship between elements in accordance with recorded dimensions.
5. Develop detailed drawings of feature work.	4.2. Architectural hatching is shown on drawings to represent materials, in accordance with relevant Australian standards.
	4.3. Dimensions and reference notation are located on drawings to provide full details of sectional description.
	5.1. Photographic recording of feature work shape and design is enlarged by photocopying to provide more realistic size for analysis and reproduction.
	5.2. Gridlines are determined in accordance with actual dimensions of the feature work shape and are reproduced to enlarged photocopy.

ELEMENT**PERFORMANCE CRITERIA**

	<p>5.3. Enlarged photocopy is closely examined for distortion from the photographing process and adjustments are made to the design, as necessary.</p> <p>5.4. Tracing recordings are examined in accordance with the whole feature or part thereof and linked with other tracings or sketches to ascertain the feature shape to be reproduced.</p> <p>5.5. Design shape drawings are developed to produce accurate design to scale with grid lines where applicable.</p> <p>5.6. Cross-sectional details are produced accurately to scale, to provide three-dimensional information.</p> <p>5.7. Dimensions, reference notation, specific location and appendices are produced for drawings in accordance with client request or design aims.</p>
6. Complete work.	<p>6.1. Drawings are checked for accuracy, clarity of line, completeness of drawing and associated dimensions and details.</p> <p>6.2. Copies are made, where applicable, in accordance with original request.</p> <p>6.3. Production details and coded reference information are recorded.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to use instruments and equipment for measuring
- communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - read and interpret:
 - documentation from a variety of sources
 - plans, specifications and drawings
 - use and interpret non-verbal communication

REQUIRED SKILLS AND KNOWLEDGE

- use language and concepts appropriate to cultural differences
- written skills to record relevant information
- numeracy skills to calculate measurements
- organisational skills, including the ability to set out work
- work to scale.

Required knowledge

Required knowledge for this unit is:

- Australian standards - AS1100.101 and AS1100.301
- conservation processes, including good conservation practice arising from principles of Burra Charter
- finishing trade applications to materials
- methods and processes relating to historic building construction, including the range and use of building materials, structure of buildings and drafting techniques
- methods of measuring
- relevant architectural knowledge, including orders of architecture and the characteristics and features of period architecture
- workplace and equipment safety requirements, including relevant statutory regulations, codes and standards.

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.

Overview of assessment

This unit of competency could be assessed by carrying out the necessary preparatory processes and developing at least two examples of each form of drawing specified, using sample or case study heritage projects for any of the buildings listed in the range statement.

This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and

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	procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • clearly understand conservation considerations and consultative processes associated with preservation of historic structures • clearly appreciate preservation of fabric • comply with OHS regulations applicable to workplace operations • apply organisational quality procedures and processes within the context of preparing drawings to conservation requirements • apply recording and identification system for measurements, locations and details • select and use appropriate processes, instruments and equipment to measure and record information • use appropriate and safe techniques to obtain measurements and details • apply accurate techniques in preparing information for related drawings • select and use appropriate techniques to ascertain accurate analysis of featured design shapes • apply techniques to ensure all relevant information is included in orthographic description • select and use appropriate techniques to produce accurate, sharp and complete drawings.
Context of and specific resources for assessment	<p>This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment of essential underpinning knowledge will usually be conducted in an off-site context.</p> <p>Assessment is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include:</p> <ul style="list-style-type: none"> • historic locations appropriate to competency range

EVIDENCE GUIDE

- drafting and computer equipment
- equipment relevant to measuring processes.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language,

EVIDENCE GUIDE

literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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.

Historical or significant building includes:

- built or sculptured artefacts
- cathedrals and churches
- civic buildings
- commercial and retail buildings
- doors
- external features
- fences
- government buildings
- houses
- mansions
- out buildings
- walls
- wharves
- windows.

Methods include:

- accurately trace shapes or features
- calculate height by use of levelling equipment and/or trigonometry
- physically tape and measure all internal and external measurement
- scale proportion of roof, chimney and spire heights from photograph where wall height is

RANGE STATEMENT

	determined.
<i>Feature work</i> includes:	<ul style="list-style-type: none"> • decorative tiling • mosaic tiling • ornamental mouldings • ornamental plasterwork • ornamental stonework.
<i>Orthographic description</i> includes:	<ul style="list-style-type: none"> • front, rear and side elevations • plans • sectional elevations • sectional plans.
<i>Sectional detailed drawings</i> include:	<ul style="list-style-type: none"> • ceiling and roof framing construction • ceiling construction • chimney construction • cladding details • external wall construction • fence construction • footings and foundation • internal wall construction • roofing details • sub-floor construction.
<i>Development</i> of drawings includes:	<ul style="list-style-type: none"> • computer aided drafting • drafting techniques • drawings developed in accordance with National Trust guidelines or in accordance with AS1100.101 - 1992 Technical Drawing - General Principles, and AS1100.301 - 1985 Architectural Drawing.

Unit Sector(s)

Unit sector	Construction
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Co-requisite units

Co-requisite units	Nil
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Functional area

Functional area

CPCCCM2001A Read and interpret plans and specifications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to read and interpret plans and specifications relevant to construction operations. It includes the identification of types of plans and drawings and their functions, the recognition of commonly used symbols and abbreviations, the identification of key features and specifications on a site plan, the comprehension of written job specifications and the recognition of document status and amendment detail.
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Application of the Unit

Application of the unit	This unit of competency supports achievement of basic reading and interpretation of plans and specifications commonly used in the construction industry.
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil
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Employability Skills Information

Employability skills This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify types of drawings and their functions.	<p>1.1. Main types of <i>plans and drawings</i> used in the construction sector of the industry are identified.</p> <p>1.2. <i>Key features</i> and functions of each type of drawing are identified.</p> <p>1.3. <i>Quality requirements</i> of company operations are recognised and adhered to.</p> <p>1.4. <i>Environmental requirements</i> and controls are identified from job plans, specifications and environmental plan.</p>
2. Recognise amendments.	<p>2.1. Title panel of <i>project documentation</i> is checked to verify latest amendments to drawing.</p> <p>2.2. Amendments to <i>specifications</i> are checked to ensure currency of <i>information</i> and conveyed to others where appropriate.</p>
3. Recognise commonly used symbols and abbreviations.	<p>3.1. Construction symbols and abbreviations are recognised.</p> <p>3.2. Legend is located on project drawings, and symbols and abbreviations are correctly interpreted.</p>
4. Locate and identify key features on a site plan.	<p>4.1. Orientation of the plan with the site is achieved.</p> <p>4.2. Key features of the site are identified and located.</p> <p>4.3. Access to site is gained and services, main features, contours and datum are identified.</p>

ELEMENT	PERFORMANCE CRITERIA
5. Identify project requirements.	5.1. Dimensions for project and nominated locations are identified. 5.2. Construction types and dimensions for nominated locations are identified. 5.3. Environmental controls and locations are identified. 5.4. Location, dimensions and tolerances for ancillary works are identified.
6. Read and interpret job specifications.	6.1. Job specifications are identified from drawings, notes and descriptions. 6.2. Standards of work, finishes and tolerances are identified from the project specifications. 6.3. Material attributes are identified from specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations, including heights, areas, volumes and grades
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

REQUIRED SKILLS AND KNOWLEDGE

- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- basic calculations of heights, areas, volumes and grades
- commonly used construction symbols and abbreviations
- construction terminology
- drawing conventions
- features of plans and elevations, including direction, scale, key, contours, symbols and abbreviations
- job safety analysis (JSA) and safe work method statements
- key features of formal job specifications
- processes for application of scales in plan preparation and interpretation
- project quality requirements
- site and equipment safety (OHS) requirements
- techniques for orienting/confirming the orientation of a plan.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications

EVIDENCE GUIDE

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- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
 - comply with organisational policies and procedures, including quality requirements
 - communicate and work effectively and safely with others
 - for a minimum of two different projects, read and interpret the project plans, including:
 - confirmation of amendment status and drawings confirmed 'for construction'
 - orientation of plans to the ground
 - six key features on both the plan and the site
 - confirmation of six items of information from the title block of the project plans
 - six construction dimensions, levels and locations from the project plans
 - six ancillary works dimensions, levels and locations from the project plans
 - for a minimum of two formal specifications, identify the dimensions, material requirements and processes to be followed.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies

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- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language,

EVIDENCE GUIDE

literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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.

Plans and drawings include:

- construction plans
- cross-sectional plans
- dimensions and notes
- illustrations
- longitudinal plans
- project specifications
- site plans
- structural detail and specification providing illustrations and dimensions.

Key features of plans and specifications include:

- characteristics
- compatibility
- construction
- location
- pattern dimension
- quantities
- sizes
- type of product or service.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

RANGE STATEMENT

<i>Environmental requirements</i> include:	<ul style="list-style-type: none">• clean-up management• waste management.
<i>Project documentation</i> includes:	<ul style="list-style-type: none">• contracts• drawings• schedule of rates• specifications• standard procedures and practices• supplementary specifications• work schedules.
<i>Specifications</i> include:	<ul style="list-style-type: none">• detail relating to materials and quality of work, quality assurance, nominated subcontractors, and provision of site access/facilities• details relating to performance, including:<ul style="list-style-type: none">• characteristics• material types• standards of work• tolerances• treatments and finishes.
<i>Information</i> includes:	<ul style="list-style-type: none">• diagrams or sketches and graphics• instructions issued by authorised organisational or external personnel• manufacturer specifications and instructions• maps• material safety data sheets (MSDS)• memos• organisation work specifications and requirements.• plans and specifications• regulatory and legislative requirements pertaining to operations and the environment• relevant Australian standards• safe work procedures related to construction site operations• signage• verbal or written and graphical instructions• work bulletins• work schedules.
<i>Material attributes</i> include:	<ul style="list-style-type: none">• characteristics• construction requirements• treatments and finishes

RANGE STATEMENT

- types.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCCM2002A Carry out excavation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake hand excavation tasks and excavations requiring the assistance of plant machinery to form excavations for footings, and the provision of services. It includes excavation to new and existing sites, and new services or the diversion of existing services.

Application of the Unit

Application of the unit

This unit of competency supports achievement of skills to safely and efficiently undertake basic excavation on a construction site, which includes working with others and as a member of a team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A

Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

Employability skills This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	<p>1.1. Work instructions and operational details are obtained, confirmed and applied from relevant <i>information</i> for <i>planning and preparation</i>.</p> <p>1.2. <i>Safety (OHS)</i> requirements are followed in accordance with safety plans and policies.</p> <p>1.3. Signage and barricade requirements are identified and implemented.</p> <p>1.4. <i>Tools and equipment</i> selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement.</p> <p>1.5. Material quantity requirements are calculated in accordance with plans and specifications.</p> <p>1.6. <i>Materials</i> appropriate to the work application and <i>quality requirements</i> are identified, obtained, prepared, safely handled and located ready for use.</p> <p>1.7. <i>Environmental requirements</i> are identified for the project in accordance with environmental plans and <i>statutory and regulatory authority</i> obligations, and are applied.</p>
2. Locate excavation site and erect safety equipment.	<p>2.1. Excavation route is located, and line and depth are established from site plans and instructions.</p> <p>2.2. Site pegs/profiles are used to identify service</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>markers and to <i>set out</i> service points and the excavation limits are marked.</p> <p>2.3. Safety barricades and signs appropriate to the project are erected in positions as required by site safety plan.</p> <p>2.4. Temporary drainage system is established to divert surface and sub-surface water from excavation.</p> <p>2.5. Service markers or taped areas are identified and damage or interference with underground services avoided.</p>
3. Dig excavations.	<p>3.1. Excavations are safely dug with hand tools to ensure correct route, line and depth, and that procedures are used to minimise risk to self and others.</p> <p>3.2. Machine operator is assisted with excavation to ensure correct route, line and depth, and that correct procedures are used to minimise risk to self and others.</p> <p>3.3. Trench/excavation support is installed where specified by job specifications and regulations.</p> <p>3.4. Excavation is cleaned free from loose material with hand tools and according to job requirements and instructions.</p>
4. Clean up.	<p>4.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.</p> <p>4.2. Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:

REQUIRED SKILLS AND KNOWLEDGE

- assist machine operator
- determine requirements
- enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
- follow instructions
- read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
- report faults
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- commonly used in-ground services and identification by relevant markers
- construction terminology
- excavation materials
- excavation techniques
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of material requirements
- quality requirements
- regulatory requirements for excavation support for safe access
- safe work with common plant used on construction industry sites
- types, characteristics, uses and limitations of tools and equipment
- workplace and equipment safety requirements.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- determine from an existing set out, a mark out and then excavate site as part of an overall project to job specifications without damaging services.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

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- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and

EVIDENCE GUIDE

separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- maps
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications

RANGE STATEMENT

Planning and preparation include:

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- regulatory and legislative requirements pertaining to carrying out excavations
- relevant Australian standards
- safe work procedures related to carrying out excavations
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.
- work site inspection
- equipment defect identification
- assessment of conditions and hazards
- determination of work requirements.
- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
 - earth leakage boxes
 - lighting
 - power cables, including overhead service trays, cables and conduits
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - work site visitors and the public
 - working at heights
 - working in confined spaces
 - working in proximity to others
 - working with dangerous materials
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment

RANGE STATEMENT

Tools and equipment include:

- use of tools and equipment
- workplace environment and safety.
- automatic levels
- brooms
- buckets
- crow bars
- hammers
- hoses
- laser levels
- levels
- measuring tapes and rules
- picks
- profiles
- saws
- set out pegs
- shovels
- staff
- straight edges
- string lines
- wheelbarrows.

Materials include:

- nails
- pegs
- sheet material shoring (timber and metal)
- timber.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

Environmental requirements include:

- clean-up management
- noise and dust
- vibration
- waste management.

Statutory and regulatory authorities include:

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.

Set out includes:

- identification of services that can be damaged or impede excavation
- marking out of the project.

Excavations include:

- extension of existing structures, to provide provisions for new services and to modify or

RANGE STATEMENT

- repair existing services
- provisions for footings/slabs to new structures
- shoring (timber, metal or piling)
- those being undertaken on sloping ground, flat ground, wet ground, dry ground, loose ground or any type of foundation material, with mechanical assistance possibly required for rock
- trench/excavation support using sheet material.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCCM2006B Apply basic levelling procedures

Modification History

Minor editorial and formatting changes

Equivalent to CPCCCM2006A

Unit Descriptor

This unit of competency specifies the outcomes required to carry out levelling in a single plane for the purpose of establishing correct and accurate set-out of building components. It includes the set-up, testing and use of levelling devices, and establishing and transferring heights using a range of levelling equipment.

Application of the Unit

This unit of competency supports achievement of skills to undertake levelling work using a variety of methods and equipment commonly used in the construction industry, which includes working with others and as a member of a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
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Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

- | | | | |
|---|----------------------------------|-----|---|
| 1 | Plan and prepare. | 1.1 | Work instructions, including plans, specifications, quality requirements and operational details, are obtained, confirmed and applied from relevant information to prepare for basic levelling activities . |
| | | 1.2 | Safety (OHS) requirements are followed in accordance with safety plans and policies. |
| | | 1.3 | Signage and barricade requirements are identified and implemented. |
| | | 1.4 | Tools and equipment selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement. |
| | | 1.5 | Environmental requirements are identified for the project in accordance with environmental plans and statutory and regulatory authority obligations, and are applied. |
| 2 | Set up and use levelling device. | 2.1 | Heights or levels to be transferred/established are identified from project plans or instructions for levelling procedures . |
| | | 2.2 | Levelling devices are set up and tested in accordance with manufacturer instructions, including levelling device tolerance checks . |
| | | 2.3 | Levelling staffs are accurately applied. |
| | | 2.4 | Levels are shot and heights transferred to required location and marked and/or recorded to job requirements. |
| | | 2.5 | Results of levelling procedure are documented to organisational requirements. |
| 3 | Clean up. | 3.1 | Work area is cleared and materials disposed of, reused |

or recycled in accordance with legislation, regulations, codes of practice and job specification.

- 3.2 Tools and equipment are cleaned, checked, maintained, including *levelling device operator maintenance*, and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

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

Required skills

Required skills for this unit are:

- communication skills to:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- application and requirements for line, level and plumb in construction projects

- basic construction processes
- basic mathematical techniques associated with levelling
- construction terminology
- job safety analysis (JSA) and safe work method statements
- levelling device types, characteristics, technical capabilities and limitations
- levelling techniques related to essential tasks
- processes for interpreting engineering drawings and sketches
- processes for setting out
- project quality requirements
- site and equipment safety (OHS) requirements
- site isolation and traffic control responsibilities and authorities
- symbols and construction terminology of construction plans.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools and equipment
- communicate and work effectively and safely with others
- transfer levels and record differences in height on

one project to job specifications using:

- a spirit level and straight edge
- levelling with water technique
- laser levelling devices
- optical levelling devices
- confirm accuracy of the readings taken for all above, including set-up and movement of device in two locations
- conduct a two peg test with an automatic level to confirm that instrument meets manufacturers' tolerances
- accurately record the results of each levelling procedure to organisational requirements.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions
- maps
- material safety data sheets (MSDS)
- memos
- organisation work specifications and requirements.
- plans and specifications
- relevant Australian standards
- safe work procedures related to performing levelling
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.

Basic levelling activities may include:

- setting up of devices
- recording of heights or level and the transfer of data points
- transferring levels/heights for formwork
- shooting levels for concrete slabs
- recording ground levels at respective critical set out points
- recording slab or pad levels for placement of steel columns or masonry piers
- recording or checking levels in drainage
- positioning offsets and recovery pegs for construction projects.

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
 - earth leakage boxes

- lighting
- power cables, including overhead service trays, cables and conduits
- restricted access barriers
- surrounding structures
- traffic control
- trip hazards
- work site visitors and the public
- working at heights
- working in confined spaces
- working in proximity to others
- working with dangerous materials
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of tools and equipment
- workplace environment and safety.

Tools and equipment may include:

- chalk lines
- hammers
- marking equipment
- measuring tapes and rules, spirit levels and straight edges
- plumb bobs
- saws, bolt cutters and saw stools
- signage for laser levelling
- string lines and laser targets
- water levels, laser levels, optical levels and automatic levels
- wooden and steel pegs.

Environmental requirements include:

- clean-up management
- waste management.

Statutory and regulatory authorities include:

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.

Heights or levels may be indicated by:

- chalk or nail mark and marks on vertical surface
- datum and survey peg
- drawing or sketch
- verbal or written instructions.

Levelling procedures:

- include open or closed traverse using height of instrument or rise and fall methods of reduction
- may be completed in a team arrangement.

Levelling devices may include:

- automatic level
- inclinometers
- laser level
- levelling staff
- levelling using water
- optical level
- string line
- survey pegs
- tape measure
- batter pegs or boards
- plumb bob.

Levelling device tolerance checks may include:

- reverse readings for spirit level
- two peg test for automatic level.

Levelling device operator maintenance:

- includes:
 - authorised servicing
 - cleaning
 - monitoring, recording and reporting of faults
- may include conduct of authorised minor replacements.

Unit Sector(s)

Functional area

Unit sector

Construction

Custom Content Section

Not applicable.

CPCCCM2010B Work safely at heights

Modification History

Photovoltaic (solar) panels added to range statement

Equivalent to CPCCCM2010A

Unit Descriptor

This unit of competency specifies the outcomes required to work safely on construction sites where the work activity involves working above 1.5 metres from ground level and where fall protection measures are required.

Application of the Unit

Construction work is undertaken on domestic and commercial work sites within new construction, renovation or refurbishment, and maintenance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
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Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

- | | | | |
|---|----------------------------------|-----|---|
| 1 | Identify work area requirements. | 1.1 | Site of proposed <i>work at heights</i> is identified from relevant <i>information</i> . |
| | | 1.2 | Method of accessing work area is identified. |
| | | 1.3 | Tasks to be completed are identified from work orders and supervisor instructions. |
| | | 1.4 | Fall protection equipment is identified if required by site job <i>workplace health and safety (WHS)</i> analysis and <i>statutory and regulatory</i> requirements. |
| | | 1.5 | Approved methods of moving tools and equipment to work area are identified to minimise potential of falling objects, removal of scaffold components, inappropriate carrying of materials on ladders, and excessive bending or twisting in pass-up situations. |
| 2 | Access work area. | 2.1 | Fall protection equipment where required is correctly fitted, adjusted and anchored. |
| | | 2.2 | Arrangements are made to appropriately install required equipment taking account of all potential <i>hazards</i> . |
| | | 2.3 | Appropriate methods are used to access work area for self, <i>tools and equipment</i> , and <i>materials</i> . |
| | | 2.4 | Tools and materials are placed to eliminate or at least minimise the risk of items being knocked down. |
| 3 | Conduct work tasks. | 3.1 | Work is conducted following workplace approved procedures. |
| | | 3.2 | Fall protection equipment is kept in place and adjusted appropriately to cater for movement during work. |
| | | 3.3 | Scaffold components and fall barriers are kept in place during work. |
| | | 3.4 | Egress from work area is completed following work site supervisor approved methods for self, tools, materials |

and *environmental requirements*.

Required Skills and Knowledge

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

Required skills

Required skills for this unit are:

- communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- quality requirements
- types, characteristics, uses and limitation of plant, tools and equipment
- workplace and equipment safety requirements.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- select and use appropriate height access and fall protection equipment and work methods, including inspecting fall protection equipment, scaffold and fall barriers for faults
- apply knowledge of industry products to identify:
 - manual handling risks
 - types of lifting and support structures approved for use
- modify work activities to cater for variations in work site procedures, contexts and environment and use appropriate behaviour for safe work at heights
- use safe handling requirements, based on information provided, for equipment, products and materials.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement

- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning

experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Work at heights includes:

- assessment of conditions and hazards
- determination of work requirements
- identification of equipment defects
- inspection of work sites.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- material safety data sheets (MSDS)
- memos
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

Workplace health and safety is to be in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control

and may include:

- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
 - earth leakage boxes
 - lighting
 - photovoltaic (solar) panels
 - power cables, including overhead service trays, cables and conduits
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - work site visitors and the public
 - working in confined spaces
 - working in proximity to others
 - working with dangerous materials
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- relevant OHS legislation applying in the jurisdiction where work is carried out, including:
 - AS6001 - 1999 Working platforms for domestic application
 - AS1576 - Scaffolding
 - AS/NZS4576 - 1995 Guidelines for scaffolding
- use of tools and equipment
- workplace environment and safety.

Statutory and regulatory authorities include:

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.

Hazards include:

- air temperature
- construction activity involving other workers and contractors
- dust and vapours
- electrical equipment
- energy sources
- equipment and materials
- hazardous materials

- light
- manual handling
- moisture
- noise
- photovoltaic (solar) panels
- stationary and moving plant
- work at heights.

Tools and equipment include:

- air compressors and hoses
- hand and power tools
- nail guns
- power leads
- scaffolding.

Materials include:

- materials used on the construction work site.

Environmental requirements
include:

- clean-up management
- noise and dust
- vibration
- waste management.

Unit Sector(s)

Functional area

Unit sector Construction

Custom Content Section

Not applicable.

CPCCCM3001C Operate elevated work platforms

Modification History

Prerequisite unit identifier code updated

Equivalent to CPCCCM3001B

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to safely and effectively operate some types of elevated work platforms (EWPs) in a variety of different terrains and situations to access isolated work areas. The unit includes locating, setting up, operating and shutting down EWPs.

In addition to achievement of this competency, an EWP operator may need to obtain additional certification of training and experience before being allowed to operate the equipment.

Application of the Unit

Application of the unit

This unit of competency assists in the safe and effective operation of electrical, hydraulic or mechanical EWPs. The unit does not cover powered telescoping devices, hinged devices or articulate d devices, or any combination of these used to support a platform on which personnel, equipment and materials may be elevated to perform work and which has a boom length of 11 metres or more. An OHS authority Certificate of Competency may be required to operate boom type EWPs of 11 metres or more in some jurisdictions.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

CPCCCM2010B	Work safely at heights
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

Employability skills	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. Plan and prepare.	<ul style="list-style-type: none">1.1. <i>Work planning and preparation</i> are conducted using plans, specifications, quality requirements and operational details, obtained, confirmed and applied from relevant <i>information</i>.1.2. <i>Safety (OHS)</i> requirements for the <i>types of EWP</i> to be operated are followed in accordance with safety plans and policies.1.3. Signage and barricade requirements are identified and implemented.1.4. Plant, <i>tools and equipment</i> and <i>personal protective equipment</i> are selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement.

ELEMENT	PERFORMANCE CRITERIA
	<p>1.5. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.</p> <p>1.6. Environmental requirements are identified for the project in accordance with environmental plans and statutory and regulatory authority obligations, and are applied.</p>
2. Conduct routine checks of platform.	<p>2.1. Power source is determined and connected to platform equipment according to manufacturer specifications.</p> <p>2.2. Routine pre-operational equipment checks are carried out in accordance with checklist from operator's manual or manufacturer specifications.</p> <p>2.3. Equipment is switched on in accordance with start up procedures and controls are checked for correct operation and ease of movement.</p> <p>2.4. Emergency safety devices are checked to comply with instructions from operator's manual and checked for manual operation.</p> <p>2.5. Work location is checked for level ground or floor surface to determine stabilising and safe working area requirements.</p>
3. Locate equipment in place for work application.	<p>3.1. Platform is positioned for work application and stabilisers are engaged to set equipment base level into place according to safe operating procedures.</p> <p>3.2. Tools, equipment and materials are placed into bucket or on platform according to job application requirements.</p>
4. Elevate platform to work location.	<p>4.1. Harness is fitted securely and lanyard connected to attachment point.</p> <p>4.2. EWP operation and controls are operated to manufacturer recommendations and platform is elevated to work position.</p> <p>4.3. Power is switched off where specified and locking devices are engaged according to operator's manual.</p> <p>4.4. Work is carried out to job specification and safety (OHS) requirements of operator's manual.</p>
5. Lower platform and shut down.	<p>5.1. Controls are operated to manufacturer recommendations and platform is lowered to down position.</p> <p>5.2. Shut down procedures are carried out to operator's manual and equipment is switched off.</p>

ELEMENT	PERFORMANCE CRITERIA
6. Clean up.	<p>6.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.</p> <p>6.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.</p> <p>6.3. Work completion procedures are applied and relevant personnel notified that work is finished.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - written skills to complete inspection log and handover
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:

REQUIRED SKILLS AND KNOWLEDGE

- use a range of mobile technology, such as two-way radio and mobile phones
- voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- designs, functions and operational limitations of EWP equipment
- EWP equipment types and OHS authority certification of competency requirements
- EWP techniques
- fault finding and identification
- general construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of load mass requirements
- quality requirements
- relevant Acts, regulations and codes of practice
- safe working at heights
- signalling methods and communications
- types, characteristics, uses and limitations of plant, tools and equipment
- workplace and equipment safety requirements.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment

A person who demonstrates competency in this

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and evidence required to demonstrate competency in this unit	<p>unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• locate, interpret and apply relevant information, standards and specifications• comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations• comply with organisational policies and procedures, including quality requirements• safely and effectively use tools, plant and equipment• communicate and work effectively and safely with others• complete set up and operation of a range of EWP's as listed in the range statement, including all functions.
Context of and specific resources for assessment	<p>This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment of essential underpinning knowledge will usually be conducted in an off-site context.</p> <p>Assessment is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include:</p> <ul style="list-style-type: none">• an induction procedure and requirement• realistic tasks or simulated tasks covering the mandatory task requirements• relevant specifications and work instructions• tools and equipment appropriate to applying safe work practices• support materials appropriate to activity• workplace instructions relating to safe work practices and addressing hazards and emergencies• material safety data sheets• research resources, including industry related systems information. <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources,</p>

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and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training

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staff.

Range Statement

RANGE STATEMENT

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.

Work planning and preparation include:

- assessment of conditions and hazards
- consideration that EWPs must not be operated anywhere with overhead powerlines above, or within specified clearance distances set out in documentation such as Electrical Safety - Power line NO GO Zones, unless permission has been obtained from the power authority and a JSA has been developed
- determination of work requirements
- equipment defect identification
- work site inspection.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to EWPs
- relevant Australian standards
- safe work procedures related to operating EWPs, including the safe working load written on the EWP which must be checked to ensure it is not exceeded
- signage
- verbal or written and graphical instructions
- work bulletins

RANGE STATEMENT

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- work schedules, plans and specifications.
- procedures related to equipment operation, including emergency shutdown and stopping, extinguishing equipment fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- organisational first aid
- personal protective clothing and equipment
- use of firefighting equipment
- use of tools and equipment
- workplace environment and safety.

Types of EWP:

- EWPs include scissor lifts, boom and knuckle boom lifts with a boom length under 11 metres
- EWPs are classified as:
 - trailer mounted boom lift (TL)
 - self-propelled boom lift (BL)
 - vertical lift (VL)
 - scissor lift (SL)
 - truck-mounted boom lift (TM), which is not covered by this unit of competency.

Tools and equipment include:

- EWPs, extension leads, logbooks, service manuals, operation manuals, safety harnesses and lanyards
- special attachments, which may have to be installed if equipment is to be shifted with the EWP, as lifting loads via cables and ropes from an EWP is not permitted.

Personal protective equipment includes:

- that prescribed under legislation, regulations, codes of practice and workplace policies and practices.

Environmental requirements include:

- clean-up protection
- noise and dust
- sedimentation control
- vibration
- waste management.

Statutory and regulatory authorities include:

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.

RANGE STATEMENT

- Emergency safety devices*** include:
- bleed valves
 - electronic override
 - emergency descent devices
 - ground controls
 - hydraulic accumulators.
- Safe operating procedures*** include:
- conduct of operational risk assessment and treatments associated with:
 - earth leakage boxes
 - lighting
 - power cables, including overhead service trays, cables and conduits
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - work site visitors and the public
 - working at heights
 - working in confined spaces
 - working in proximity to others
 - working with dangerous materials
 - not using slab terrain EWPs on any surface other than concrete or level asphalt.
- Harnesses*** include:
- energy or shock absorbers that must be used with all fall arrest lanyard, harness and inertia reel systems
 - full body rescue harness
 - lanyards and inertia reels, which should be attached to the harness installed so that the maximum distance a person equipped with a harness would free fall before the fall arrest system takes effect is 2 metres.
- EWP operation*** includes:
- boom up and down
 - operate attachments
 - operate outriggers
 - slew left and right
 - telescope in and out.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCCO2013A Carry out concreting to simple forms

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to safely install formwork, reinforcement and place and finish concrete for the construction of minor slabs, pathways and other minor works to a specified design finish.

The unit includes positioning the truck, placing concrete from truck to work area, spreading concrete and cleaning up site.

Application of the Unit

Application of the unit This unit of competency supports the attainment of the understanding and skills to use concrete tools, equipment and materials with simple forms, which may include working with others and as a member of a team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
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Employability Skills Information

Employability skills This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	<p>1.1. Work instructions and operational details are obtained using relevant <i>information</i>, confirmed and applied for <i>planning and preparation</i> purposes.</p> <p>1.2. <i>Safety (OHS)</i> requirements are followed in accordance with safety plans and policies.</p> <p>1.3. Signage and barricade requirements are identified and implemented.</p> <p>1.4. Plant, <i>tools and equipment</i> selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement.</p> <p>1.5. Materials quantity requirements are calculated in accordance with plans, specifications and <i>quality requirements</i>.</p> <p>1.6. <i>Materials</i> appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.</p> <p>1.7. <i>Environmental requirements</i> are identified for the project in accordance with environmental plans and regulatory obligations and applied.</p>
2. Erect and strip simple	<p>2.1. Subgrade is prepared.</p>

ELEMENT	PERFORMANCE CRITERIA
formwork.	<p>2.2. Formwork design is identified from drawings.</p> <p>2.3. Formwork is erected safely on commencement.</p> <p>2.4. Form release agent is applied to erected formwork where specified.</p> <p>2.5. Timber components are de-nailed following stripping of formwork.</p> <p>2.6. Components are cleaned, stacked and stored for reuse or bundled for removal.</p> <p>2.7. Formwork components are removed from site.</p>
3. Place and tie reinforcement.	<p>3.1. Reinforcing components are handled and positioned safely.</p> <p>3.2. Reinforcing bars and mesh are positioned.</p> <p>3.3. Bar chairs and spacers are positioned, with minimum edge cover.</p>
4. Place concrete.	<p>4.1. Formwork or excavation is cleaned of excess material and debris prior to concrete placement.</p> <p>4.2. Concrete is safely transported by wheelbarrow.</p> <p>4.3. Pump line/chute is controlled and concrete placed.</p> <p>4.4. Concrete is placed in formwork to specified depth.</p> <p>4.5. Concrete is screeded to the alignment of formwork and project specified datums.</p> <p>4.6. Surface of concrete is finished in accordance with specifications.</p>
5. Clean up.	<p>5.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations and codes of practice and job specification.</p> <p>5.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

REQUIRED SKILLS AND KNOWLEDGE

Required skills for this unit are:

- communication skills to:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
- evaluating own actions and making judgments about performance and necessary improvements
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- organisational skills, including the ability to plan and set out work
- recognising procedures, following instructions, responding to change and contributing to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- teamwork skills to coordinate own work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- concrete materials
- concreting techniques
- general construction terminology
- job safety analysis (JSA) and safe work method statements
- levelling techniques
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, drawings and specifications
- processes for the calculation of material requirements
- quality requirements
- simple formwork and reinforcing componentry

REQUIRED SKILLS AND KNOWLEDGE

- types, characteristics, uses and limitations of plant, tools and equipment
- workplace and equipment safety requirements.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures including quality requirements
- safely and effectively operate and use tools, plant and equipment
- communicate and work effectively and safely with others
- prepare subgrade; erect formwork; cut, place and tie reinforcement; place and hand screed concrete for a slab of (4 square metres is recommended) and a minimum depth of 100mm to the required finished level and job specification.

Context of and specific resources

This competency is to be assessed using standard and authorised work practices, safety requirements

EVIDENCE GUIDE

for assessment

and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

EVIDENCE GUIDE

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions,

RANGE STATEMENT

	where specified
	<ul style="list-style-type: none"> • MSDS • memos • regulatory and legislative requirements pertaining to concreting • relevant Australian standards • safe work procedures relating to concreting • signage • verbal, written and graphical instructions • work bulletins • work schedules, plans and specifications.
<i>Planning and preparation</i> include:	<ul style="list-style-type: none"> • assessment of conditions and hazards • determination of work requirements and safety plans and policies • equipment defect identification • work site inspection.
<i>Safety (OHS)</i> is to be in accordance with state and territory legislation and regulations and project safety plan and may include:	<ul style="list-style-type: none"> • emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation • handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor • hazard control • hazardous materials and substances • organisational first aid • PPE prescribed under legislation, regulations and workplace policies and practices • safe operating procedures, including the conduct of operational risk assessment and treatments associated with: <ul style="list-style-type: none"> • earth leakage boxes • lighting • power cables, including overhead service trays, cables and conduits • restricted access barriers • surrounding structures • traffic control • trip hazards • work site visitors and the public • working at heights

RANGE STATEMENT

	<ul style="list-style-type: none">• working in confined spaces• working in proximity to others• use of firefighting equipment• use of tools and equipment• workplace environmental requirements and safety.
<i>Tools and equipment:</i>	<ul style="list-style-type: none">• include:<ul style="list-style-type: none">• brooms• chutes• edging tools• shovels• trowels• wheelbarrows• may include:<ul style="list-style-type: none">• bull floats• hand floats• kibbles• line pumps• stipple devices• trowelling machines.
<i>Quality requirements</i> include:	<ul style="list-style-type: none">• internal company quality policy and standards• manufacturer specifications where specified• relevant regulations, including Australian standards• workplace operations and procedures.
<i>Materials:</i>	<ul style="list-style-type: none">• include:<ul style="list-style-type: none">• bar chairs• bracing• edge form/boards• fabric sheet mesh• pegs• spacers• may include reinforcing bars.
<i>Environmental requirements</i> include:	<ul style="list-style-type: none">• clean-up management• dust and noise• stormwater management• vibration• waste management.

RANGE STATEMENT

- Simple *formwork* includes:
- timber or steel edge form to a maximum of 100mm in depth.
- Simple *reinforcing*:
- includes:
 - bar chairs
 - fabric sheet mesh
 - spacers
 - may include:
 - reinforcing bars
 - trench mesh.
- Simple forms of *concrete*:
- include slabs (not requiring internal beams and piers)
 - may include:
 - beam thickeners
 - channels
 - garden edges
 - pathways
 - post holes
 - simple concrete aprons.
- Concreting* includes:
- finishing of concrete
 - floating of the concrete
 - placing of concrete
 - screeding, limited to include a hand screed.
- Placing of concrete* involves movement of concrete from the truck to the work and:
- includes:
 - chutes
 - wheelbarrows
 - may include:
 - kibbles
 - pump lines.
- Finishing of concrete* includes:
- broomed
 - hand floating
 - power floating
 - sponged
 - stipple device finish
 - trowelled
 - trowelling machine finish
 - wood floated
 - other project specified finish.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCCO3046A Repair and rectify concrete

Modification History

This version first released CPC08 Construction, Plumbing and Services Training Package Version 9.

- Changes to unit title, performance criteria, required skills and knowledge, range statement, critical aspects for assessment, and methods of assessment
- Range of other minor editorial changes

Not equivalent to CPCCCO3026A Carry out repair and rectification of concrete

Unit Descriptor

This unit of competency specifies the outcomes required to repair and rectify minor and major defects in concrete work in order to fix damaged areas.

The unit includes patching, refinishing, sealing and colouring concrete. It may also include working with others and as a member of a team.

Application of the Unit

This unit of competency supports the role of concreters working on residential, commercial or civil construction sites to repair damaged concrete on surfaces that could include driveways, foundations and footpaths.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification requirements apply to concreting work in different states and territories. Candidates are advised to consult with the relevant regulatory authorities.

Pre-Requisites

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|--------------------------|--|
| 1 | Plan and prepare. | <p>1.1 Work instructions, <i>work health and safety (WHS) requirements</i> and other <i>information</i> relevant to the work are identified, confirmed and applied for <i>planning and preparation</i> purposes.</p> <p>1.2 Plant, <i>tools and equipment</i> consistent with job requirements are selected and checked for serviceability, and faults are rectified and reported before work begins.</p> <p>1.3 Material quantity requirements are identified and calculated according to plans, specifications and <i>quality requirements</i>.</p> <p>1.4 <i>Materials</i> appropriate to the work application are obtained, prepared, safely handled and located ready for use.</p> <p>1.5 <i>Environmental requirements</i> are identified for the project according to environmental plans and regulatory requirements.</p> |
| 2 | Carry out minor repairs. | <p>2.1 <i>Types of surfaces that may require repair</i> are identified and <i>repair work</i> is categorised as <i>major repairs</i> or <i>minor repairs</i>.</p> <p>2.2 Colour variations are repaired by applying a concrete staining agent.</p> <p>2.3 Effects of dusting are repaired by applying an appropriate surface hardener/dust inhibiting agent or removing the weak top layer.</p> |

- | | | |
|---|--|---|
| | 2.4 | <i>Damaged or blistered concrete</i> is repaired either by grinding or topping. |
| | 2.5 | Repair mortars and self-levelling floor compounds are applied according to manufacturer specifications. |
| | 2.6 | Sealers and coloured paints are applied to concrete surfaces according to manufacturer specifications. |
| 3 | Repair cracks and other major defects. | |
| | 3.1 | Root cause of defect is determined and rectified. |
| | 3.2 | Concrete is prepared and flexible epoxy resins are applied to manufacturer specification. |
| | 3.3 | Toppings are applied to concrete using correct materials and techniques. |
| | 3.4 | Acid etching and cleaning are applied safely according to manufacturer requirements. |
| 4 | Clean up. | |
| | 4.1 | Work area is cleared and materials disposed of, reused or recycled according to regulations, codes of practice and job specification. |
| | 4.2 | Plant, tools and equipment are cleaned, checked, maintained and stored according to manufacturer recommendations and standard work practices. |

Required Skills and Knowledge

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

Required skills

- learning skills to:
 - evaluate own actions and make judgments about performance and necessary improvements
 - respond to change, such as differences in work site, and environmental and quality requirements
- numeracy skills to:
 - calculate and confirm correct quantities of materials for work tasks

- estimate time required for repair and rectification of concrete
- oral communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, and share information
 - report work site hazards to appropriate personnel, including faults in tools, equipment or materials
 - use language and concepts appropriate to cultural differences
- reading skills to:
 - interpret documentation, including drawings and specifications
 - understand written instructions, procedures and signage
 - interpret manufacturer instructions for safely handling tools, equipment and materials
- writing skills to complete equipment fault forms

Required knowledge

- types, location and use of relevant safety resources and information:
 - job safety analyses (JSA) and safe work method statements (SWMS)
 - safety data sheets (SDS)
 - signage and barricades
- principles and processes for general concreting work:
 - materials and techniques for repairing concrete
 - preparation and placement of formwork and reinforcement
 - use of control joints
 - levelling techniques
 - mortar mix composition and additives
 - placing and finishing of concrete to ensure timely completion of job within quality requirements and specifications
- general construction terminology
- processes for material storage and environmentally friendly waste management
- processes for calculating material requirements
- quality requirements relevant to the repair and rectification of concrete
- types, characteristics, uses and limitations of concreting plant, tools and equipment:
 - safe operating procedures
 - operational, maintenance and basic diagnostic procedures
 - workplace and equipment safety requirements

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.

Overview of assessment This unit of competency could be assessed by undertaking a range of tasks in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit A person should demonstrate the ability to:

- identify and apply the correct repair method and top coat to a minimum of one square metre of affected area for three minor repairs and one major repair listed in the range statement
- remove a section or whole defective area of concrete, cleaning and preparing the affected area and applying the necessary bonding
- locate, interpret and apply relevant information, standards and specifications relating to repairing and rectifying concrete
- comply with site safety plans and procedures
- comply with organisational policies and procedures relating to repairing and rectifying concrete while maintaining quality requirements
- safely and effectively operate and use plant, tools and equipment required to repair and rectify concrete
- communicate and work effectively and safely with others at each stage of the process to repair concrete.

Context of and specific resources for assessment Assessment of this unit:

- must be in the context of the work environment
- may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
- must meet relevant compliance requirements.

Resource implications for assessment include:

- an induction procedure
- realistic tasks or simulated tasks covering the mandatory task requirements
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- safety data sheets.

Method of assessment	<p>Assessment for this unit must verify the practical application of the required skills and knowledge, using a combination of the following methods:</p> <ul style="list-style-type: none">• direct observation of tasks in real or simulated work conditions• questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application• review of relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.
Guidance information for assessment	<p>This unit could be assessed on its own or in combination with other units relevant to the job function.</p> <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p>

Range Statement

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.

<i>Work health and safety (WHS) requirements</i> must comply with state and territory legislation and regulations and project safety plan, and may include:	<ul style="list-style-type: none">• assistance of others or the use of manual or mechanical lifting devices with handling activities where size, weight or other issues, such as disability, are a factor• emergency procedures, including extinguishing fires, organisational first aid requirements, and evacuation procedures• hazard control• hazardous materials and substances• personal protective equipment (PPE) prescribed under legislation, regulations and workplace policies and practices• safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
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- earth leakage boxes
- lighting
- power cables, including overhead service trays, cables and conduits
- restricted access barriers
- surrounding structures
- traffic control
- trip hazards
- work site visitors and the public
- working at heights
- working in confined spaces
- working in proximity to others
- working outdoors in warm climates
- use of firefighting equipment
- use of tools and equipment
- workplace environmental requirements and safety.
- instructions issued by authorised organisational and external personnel
- memos
- regulatory and legislative requirements relating to repairing concrete
- relevant Australian standards
- safe work procedures relating to repairing concrete
- safety data sheets
- signage
- verbal, written and diagrammatical instructions, including manufacturer specifications and instructions where specified
- work bulletins
- work schedules, plans and specifications.
- assessing conditions and hazards
- determining work requirements and safety plans and procedures
- identifying equipment defects
- inspecting work sites.

Information may include:

Planning and preparation must include:

Tools and equipment may include:

- brooms
- concrete mixers
- floats
- grinders
- hoses
- polishers
- rollers

	<ul style="list-style-type: none">• screeds• shovels• trowels, including power trowels• water blasters• wheelbarrows.
Quality requirements must include:	<ul style="list-style-type: none">• internal organisational quality policy and standards• manufacturer specifications where specified• relevant regulations and Australian standards• workplace operations and procedures.
Materials:	<ul style="list-style-type: none">• must include concrete• may include:<ul style="list-style-type: none">• bonding agents• acrylic co-polymers• resin based compounds• silicate compounds• curing compounds• retardants.
Environmental requirements may include:	<ul style="list-style-type: none">• clean-up management• dust and noise control• stormwater management• vibration management• waste management.
Types of surfaces that may require repair may include:	<ul style="list-style-type: none">• beams• columns• concrete aprons• pathways• ramps• slabs• stairs• walls.
Repair work may include:	<ul style="list-style-type: none">• dowelling• drilling• formwork• patching• replacing concrete• resurfacing• self-levelling compounds.
Major repairs may include:	<ul style="list-style-type: none">• cracks (wet, live and dormant)• non-bonding of new to old interfaces• non-compliant surfaces• subsidence.

Minor repairs may involve:

- acid etching and cleaning
- bonded toppings
- levelling compounds
- mortars
- slippery surfaces
- topping existing concrete
- unbonded toppings.

Damaged or blistered concrete may include:

- blow holes
- dusting
- rain damage
- spalling
- stamped concrete defects
- stencilled concrete defects
- wavy or uneven surfaces.

Unit Sector(s)

Concreting

Custom Content Section

Not applicable.

CPCCOHS1001A Work safely in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

Licensing requirements will apply to this unit of competency depending on the regulatory requirements of each jurisdiction.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry. The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

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. Identify OHS legislative requirements.	1.1.Applicable <i>OHS legislative requirements</i> relevant to own work, role and responsibilities are identified and explained. 1.2.Duty of care requirements are identified. 1.3.Own responsibilities to comply with <i>safe work practices</i> are identified and explained.
2. Identify construction hazards and control measures.	2.1.Basic principles of risk management are identified. 2.2. <i>Common construction hazards</i> are identified and discussed. 2.3. <i>Measures for controlling</i> hazards and risks are identified.
3. Identify OHS communication and reporting processes.	3.1.OHS communication processes, information and documentation are identified and discussed. 3.2.Role of <i>designated OHS personnel</i> is identified and explained.

ELEMENT	PERFORMANCE CRITERIA
4. Identify OHS incident response procedures.	3.3. <i>Safety signs and symbols</i> are identified and explained.
	3.4. Procedures and <i>relevant authorities</i> for reporting hazards, <i>incidents</i> and injuries are identified.
	4.1. <i>General procedures</i> for responding to incidents and <i>emergencies</i> are identified and explained.
	4.2. Procedures for accessing first aid are identified.
	4.3. Requirements for the selection and use of relevant <i>personal protective equipment</i> are identified and demonstrated.
	4.4. <i>Fire safety equipment</i> is identified and discussed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - clarify OHS legislative requirements
 - verbally report construction hazards and risks
 - ask effective questions
 - relay information to others
 - discuss OHS issues and information
- comprehension skills to:
 - explain the basic OHS legislative requirements which will be applicable to own work
 - explain the meaning of safety signs and symbols
 - identify common construction hazards
 - discuss the basic principles of risk management.

Required knowledge

Required knowledge for this unit is:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own

REQUIRED SKILLS AND KNOWLEDGE

work, role and responsibilities

- basic principles of risk management and assessment for construction work
- common construction hazards
- common construction safety signage and its meanings
- general construction emergency response and evacuation procedures
- general construction work activities that require licenses, tickets or certificates of competency
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general procedures for responding to hazards, incidents and injuries
- general workers' compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders, including:
 - persons in control of construction work/projects
 - employers and self-employed persons
 - supervisors
 - employees
 - designers
 - inspectors
 - manufacturers and suppliers
- own responsibilities to comply with safe work practices relating to:
 - housekeeping
 - identification of hazards
 - preventing bullying or harassment
 - smoking
 - use of amenities
 - use of drugs and alcohol
- role of OHS committees and representatives
- types of common personal protective equipment and fire safety equipment
- types of OHS information and documentation.

Evidence Guide

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.

Overview of assessment

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

Evidence must confirm personal awareness of the following:

- applicable OHS legislative and safety requirements for construction work including duty of care
- the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control
- OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries
- general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.

Context of and specific resources for assessment

- Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program.
- It is recommended that the assessment tool designed specifically to support this unit of competency will provide consistency in assessment outcomes.
- Where applicable, physical resources should include equipment modified for people with disabilities
- Access must be provided to appropriate assessment support when required.
- Assessment processes and techniques must be culturally appropriate, and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed
- In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a

EVIDENCE GUIDE

	manner as is appropriate to the oracy, language and literacy levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.
Method of assessment	<p>Assessment methods may include more than one of the following:</p> <ul style="list-style-type: none"> • practical assessment • oral questioning • written test • work-based activities • simulated project based activity

Range Statement

RANGE STATEMENT

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.

<i>OHS legislative requirements</i> relate to:	<ul style="list-style-type: none"> • Australian standards • construction industry OHS standards and guidelines • duty of care • health and safety representatives, committees and supervisors • licences, tickets or certificates of competency • National Code of Practice for Induction Training for Construction Work • national safety standards • OHS and welfare Acts and regulations • safety codes of practice.
<i>Duty of care requirements</i> relate to:	<ul style="list-style-type: none"> • legal responsibility under duty of care to do everything reasonably practicable to protect others from harm

RANGE STATEMENT

	<ul style="list-style-type: none"> • own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency • relevant state OHS requirements, including employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors.
<i>Safe work practices</i> include:	<ul style="list-style-type: none"> • access to site amenities, such as drinking water and toilets • general requirements for safe use of plant and equipment • general requirements for use of personal protective equipment and clothing • housekeeping to ensure a clean, tidy and safer work area • no drugs and alcohol at work • preventing bullying and harassment • smoking in designated areas • storage and removal of debris.
<i>Risk</i> relates to:	<ul style="list-style-type: none"> • likelihood of a hazard causing injury or harm.
<i>Principles of risk management</i> include:	<ul style="list-style-type: none"> • assessing the risks involved • consulting and reporting ensuring the involvement of relevant workers • controlling the hazard • identifying hazards • reviewing to identify change or improvement.
<i>Hazard</i> relates to:	<ul style="list-style-type: none"> • any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
<i>Common construction hazards</i> include:	<ul style="list-style-type: none"> • confined spaces • electrical safety • excavations, including trenches • falling objects • hazardous substances and dangerous goods • HIV and other infectious diseases • hot and cold working environments • manual handling • noise • plant and equipment

RANGE STATEMENT

Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:

- traffic and mobile plant
- unplanned collapse
- ultraviolet (UV) radiation
- working at heights.

OHS communication processes include:

- elimination
- substitution
- isolation
- engineering control
- administrative control
- personal protective equipment.
- discussions with OHS representatives
- OHS meetings
- OHS notices, newsletters, bulletins and correspondence
- OHS participative arrangements
- processes for raising OHS issues
- toolbox talks
- workplace consultation relating to OHS issues and changes.

OHS information and documentation includes:

- accident and incident reports
- Acts and regulations
- Australian standards
- codes of practice
- construction documentation and plans
- emergency information contact
- evacuation plans
- guidance notes
- job safety analyses
- labels
- material safety data sheets (MSDS)
- proformas for reporting hazards, incidents and injuries
- reports of near misses and dangerous occurrences
- risk assessments
- safe work method statements
- safety meeting minutes
- site safety inspection reports.

Designated OHS personnel includes:

- first aid officers
- OHS committee members

RANGE STATEMENT

	<ul style="list-style-type: none"> • OHS representatives • supervisors.
<i>Safety signs and symbols</i> include:	<ul style="list-style-type: none"> • emergency information signs (e.g. exits, equipment and first aid) • fire signs (e.g. location of fire alarms and firefighting equipment) • hazard signs (e.g. danger and warning) • regulatory signs (e.g. prohibition, mandatory and limitation or restriction) • safety tags and lockout (e.g. danger tags, out of service tags).
<i>Relevant authorities</i> include:	<ul style="list-style-type: none"> • emergency services (e.g. police, ambulance, fire brigade and emergency rescue) • OHS regulatory authority • supervisor.
<i>Incidents</i> include:	<ul style="list-style-type: none"> • accidents resulting in personal injury or damage to property • near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example: • breathing apparatus malfunctioning to the extent that the user's health is in danger • collapse of the floor, wall or ceiling of a building being used as a workplace • collapse or failure of an excavation more than 1.5 metres deep (including any shoring) • collapse or partial collapse of a building or structure • collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment • damage to or malfunction of any other major plant • electric shock. • electrical short circuit, malfunction or explosion • uncontrolled explosion, fire or escape of gas, hazardous substance or steam • any other unintended or uncontrolled incident or event arising from operations carried on at a

RANGE STATEMENT

	workplace.
General procedures for responding to incidents and emergencies include:	<ul style="list-style-type: none"> • basic emergency response (keep calm, raise alarm, obtain help) • evacuation • notification of designated OHS personnel and authorities • notification of emergency services (e.g. when and how) • referring to site emergency plans and documentation.
Emergencies include:	<ul style="list-style-type: none"> • chemical spill • fire • injury to personnel • structural collapse • toxic and/or flammable vapours emission • vehicle/mobile plant accident.
Personal protective equipment includes:	<ul style="list-style-type: none"> • aprons • arm guards • eye protection • gloves • hard hat • hearing protection • high visibility retro reflective vests • protective, well fitting clothing • respiratory protection • safety footwear • UV protective clothing and sunscreen.
Fire safety equipment includes:	<ul style="list-style-type: none"> • breathing apparatus • fire blankets • firefighting equipment.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to carry out OHS requirements through safe work practices at any on or off-site construction workplace. It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.

Application of the Unit

Application of the unit This unit of competency covers fundamental OHS necessary to undertake work tasks within any sector in the construction industry. It includes the identification of hazardous materials, including asbestos, and compliance with legislated work safety practices. It does not cover removal of asbestos, which is a licensed activity.

The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007) required to enter a construction work site. Completion of unit CPCCOHS1001A covers this requirement.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and assess risks.	<p>1.1. <i>Hazards</i> in the work area are identified, assessed and reported to <i>designated personnel</i>.</p> <p>1.2. Safety risks in the work area are identified, assessed and reported to designated personnel.</p> <p>1.3. <i>Safe work practices, duty of care</i> requirements and safe work instructions are followed for controlling risks.</p> <p>1.4. OHS, hazard, accident or <i>incident</i> reports are contributed to according to workplace procedures and <i>Australian government and state or territory OHS legislation</i> and relevant <i>information</i>.</p>
2. Identify hazardous materials and other	<p>2.1. <i>Hazardous materials</i> on a work site are correctly identified and, if appropriate, handled and used</p>

ELEMENT

PERFORMANCE CRITERIA

hazards on work sites.	<p>according to company and legislated procedures.</p> <p>2.2. Measures for controlling risks and construction hazards are applied effectively and immediately.</p> <p>2.3. Hazardous materials that have safety implications for self and other workers are secured immediately they are identified, using appropriate signs and symbols.</p> <p>2.4. Asbestos-containing materials are identified on a work site and reported to designated personnel.</p>
3. Plan and prepare for safe work practices.	<p>3.1. Correct personal protective equipment and clothing for each area of construction work are identified, worn, correctly fitted, used and stored according to enterprise procedures.</p> <p>3.2. Selection of tools, equipment and materials, and organisation of tasks are performed in conjunction with other personnel on site and in accordance with enterprise procedures.</p> <p>3.3. Required barricades and signage are determined and erected at the appropriate site location.</p> <p>3.4. Material safety data sheets (MSDS), and job safety analysis (JSA) and safe work method statements relevant to the work to be carried out are identified and applied.</p>
4. Apply safe work practices.	<p>4.1. Tasks are performed in a manner that is safe for operators, other personnel and the general community in accordance with legislative requirements, and enterprise policies and procedures.</p> <p>4.2. Plant and equipment guards are used in accordance with manufacturer specifications, work site regulations and Australian standards where applicable.</p> <p>4.3. Procedures and relevant authorities for reporting hazards, incidents and injuries are used.</p> <p>4.4. Prohibited tools and equipment in areas with identified asbestos are recognised and not used.</p> <p>4.5. Work site safety signs and symbols are identified and followed.</p> <p>4.6. Work site area is cleared and maintained to prevent and protect self and others from incidents and accidents and to meet environmental requirements.</p>
5. Follow emergency procedures.	<p>5.1. Designated personnel are identified in the event of an emergency for communication purposes.</p> <p>5.2. Safe workplace procedures for dealing with accidents,</p>

ELEMENT

PERFORMANCE CRITERIA

various *types of fire* and other emergencies are followed, including identification or use, if appropriate, of *fire equipment* within scope of responsibilities.

5.3. *Emergency response and evacuation procedures* are known, practised and carried out effectively when required.

5.4. Emergency first aid treatment of minor injuries is carried out correctly and details of any treatment administered are reported accurately to designated personnel as soon as possible.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to accurately recognise OHS hazards, including asbestos and take all opportunities to alleviate safety problems in a variety of construction work sites and environments
- capacity to deal calmly and effectively with any potential safety problems and work closely with other team members and supervisors to ensure safe working conditions are maintained
- communication skills to:
 - determine and report hazards and risks
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - MSDS, JSA and safe work method statements
 - other relevant documentation
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - written skills to contribute to reports
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials

REQUIRED SKILLS AND KNOWLEDGE

- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- asbestos management code prevention of exposure
- basic first aid procedures
- common construction industry terminology
- common workplace safety hazards and risks and procedures for reporting these to designated personnel
- construction industry communications equipment and use
- construction industry health and safety signage
- emergency response and evacuation procedures
- JSA and safe work method statements
- MSDS
- OHS hierarchy of control and role of OHS committees and representatives
- relevant legislation, regulations and workplace requirements relating to OHS, including hazard reduction and personal safety, including duty of care responsibilities, workers' compensation and injury management requirements
- safe manual handling techniques
- safe work practices in normal working environment
- safety equipment, policies and requirements for working in confined spaces and at height, including on rooves
- tools and equipment prohibited for use near identified asbestos-containing materials (ACM)
- types of fires and basic firefighting equipment
- types, possible location and risks of ACM, including serpentine and amphibole groups, and their use in common building materials
- types, purpose and use of construction industry personal protective equipment and clothing
- workplace and equipment safety requirements.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- correctly locate, interpret and apply relevant information, standards and specifications
- comply with a site safety plan, organisational policies, OHS regulations and state and territory legislation applicable to workplace operations, including quality requirements
- correctly identify ACM and policies and procedures for reporting this to designated personnel
- effectively communicate and work safely with others
- apply general procedures for responding to incidents and reporting hazards and injuries
- select and use firefighting equipment to extinguish a simulated mechanical fire
- evacuate a site through simulated response to an emergency, complying with workplace procedures.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements

EVIDENCE GUIDE

- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct,

EVIDENCE GUIDE

indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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.

Hazards include:

- chemical spills
- electrical safety work in confined spaces
- excavations, including trenches
- falling objects
- fires
- gases
- hazardous materials
- high or very low temperatures
- HIV and other infectious diseases
- liquids under pressure
- manual handling
- moving machinery and equipment
- noise, dust and vapours
- overhanging beams
- protrusions
- sharp equipment
- traffic
- ultraviolet (UV) radiation
- unplanned collapse

RANGE STATEMENT

Designated personnel to be contacted in case of an emergency, accident, fire or to report a risk such as identification of ACM are:

- working at heights.
- designated safety officers, determined by the enterprise, who have undertaken specific safety response training
- managers or other senior personnel
- personnel competent and/or licensed in the safe handling of asbestos
- supervisors.

Safe work practices:

- include:
 - day to day observation of OHS policies and procedures
 - emergency procedures
 - risk assessment
 - use of basic firefighting equipment
- relate to:
 - access to site amenities, such as drinking water and toilets
 - general requirements for safe use of plant and equipment
 - general requirements for use of personal protective equipment and clothing
 - housekeeping to ensure a clean, tidy and safer work area
 - no drugs and alcohol at work
 - preventing bullying and harassment
 - smoking in designated areas
 - storage and removal of debris.

Duty of care requirements:

- relate to:
 - legal responsibility under duty of care to do everything reasonably practicable to protect others from harm
 - relevant state and territory OHS requirements and include employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors
- may relate to:
 - own responsibilities to comply with safe work practices, including activities that

RANGE STATEMENT

	require licences, tickets or certificates of competency.
<i>Incidents</i> include:	<ul style="list-style-type: none">• accidents resulting in personal injury or damage to property• near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example:<ul style="list-style-type: none">• breathing apparatus malfunctioning to the extent that the user's health is in danger• collapse of the floor, wall or ceiling of a building being used as a workplace• collapse or failure of an excavation more than 1.5 metres deep (including any shoring)• collapse or partial collapse of a building or structure• collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment• damage to or malfunction of any other major plant• electric shock• electrical short circuit, malfunction or explosion• uncontrolled explosion, fire or escape of gas, hazardous substance or steam• any other unintended or uncontrolled incident or event arising from operations carried on at a workplace.
<i>Australian government and state or territory OHS legislative requirements</i> include:	<ul style="list-style-type: none">• Australian standards• construction industry OHS standards and guidelines• duty of care• health and safety representatives, committees and supervisors• JSA and safe work method statements• licences, tickets or certificates of competency• National Code of Practice for Induction Training for Construction Work• national safety standards

RANGE STATEMENT

Information includes:

- OHS and welfare Acts and regulations
- safety codes of practice.
- diagrams or sketches
- emergency situation contacts
- evacuation plans
- instructions issued by authorised organisational or external personnel
- labels
- manufacturer specifications and instructions
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications
- regulatory and legislative requirements, such as Acts, regulations and codes of practice
- relevant Australian standards
- reports of near misses or accidents
- safe work procedures or equivalent documentation
- safety meeting minutes
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.

Hazardous materials include:

- ACM
- cleaning chemicals, including those in pressurised containers
- glues
- insulation materials
- solvents
- treated timber products.

Measures for controlling risk or minimising hazards in accordance with the hierarchy of control include:

- elimination
- substitution
- isolation
- engineering control
- administrative control
- personal protective equipment.

Signs and symbols include:

- emergency information signs (exits, equipment, first aid)
- fire signs (location of fire alarms and

RANGE STATEMENT

	<ul style="list-style-type: none"> firefighting equipment) hazard identification, facility or location signs regulatory signs (e.g. prohibition, mandatory and limitation or restriction), such as hazard signs (danger and warning) safety tags and lockout (danger tags, out of service tags) site safety, directional, traffic and warning signs and symbols.
<i>Asbestos-containing materials are identified:</i>	<ul style="list-style-type: none"> includes recognising common types of ACM that may be found in construction materials and buildings covers asbestos rope/fabrics, asbestos cement sheeting, asbestos cement piping and lagging on pipes, bituminous waterproof membrane, fire doors, electrical switchboards, millboard, and sheeting under ceramic or vinyl floor tiles in wet areas.
<i>Asbestos-containing materials are reported to:</i>	<ul style="list-style-type: none"> person in control of the workplace as set out in the relevant Asbestos Management Code.
<i>Personal protective equipment is to include:</i>	<ul style="list-style-type: none"> aprons arm guards caps dust mask/respirators ear muffs/plugs gloves hard hats high visibility retro reflective vests jackets overalls safety glasses/goggles steel capped boots UV protective clothing and sunscreen.
<i>Tools and equipment include:</i>	<ul style="list-style-type: none"> firefighting equipment first aid kit ladders and work platforms personal protective equipment.
<i>Materials include:</i>	<ul style="list-style-type: none"> first aid materials suitable for emergency first aid treatment of minor injuries.
<i>Prohibited tools and equipment that cannot be used near identified</i>	<ul style="list-style-type: none"> high-speed abrasive power and pneumatic tools, high pressure water cleaners, compressed

RANGE STATEMENT

ACM include:	<ul style="list-style-type: none">air or abrasive blastingany vacuum cleaning equipment not specifically designed for safe work with asbestos.
<i>Environmental requirements</i> are to cover workplace quality management and include:	<ul style="list-style-type: none">clean-up protectionstormwater protectionwaste management.
<i>Types of fire</i> includes:	<ul style="list-style-type: none">electrical, chemical, gas, mechanical, paper, wood or natural fire.
<i>Fire equipment</i> includes:	<ul style="list-style-type: none">breathing apparatusfire extinguishersfire hydrant and hosesfire reelfire truckmanual firefighting instruments, such as fire blankets.
<i>Emergency response and evacuation procedures</i> include:	<ul style="list-style-type: none">emergencies, such as fire, toxic and/or flammable vapours emission, vehicle/mobile plant accident, structural collapse, chemical spill and injury to personnelextinguishing fires, organisational first aid requirements and evacuation.

Unit Sector(s)

Unit sector	Construction
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Co-requisite units

Co-requisite units	Nil
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Functional area

Functional area

CPCCWP3002A Apply waterproofing process to internal wet areas

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to apply waterproofing practices and principles to internal wet areas.

It includes identification of the waterproofing system to be used, its preparation and its application.

Application of the Unit

Application of the unit This unit of competency supports the attainment of skills and knowledge to apply waterproofing process to internal wet areas while working with others and in teams.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
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Employability Skills Information

Employability skills This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	<p>1.1. Work instructions and operational details are obtained using relevant <i>information</i>, confirmed and applied for <i>planning and preparation</i> purposes.</p> <p>1.2. <i>Safety (OHS)</i> requirements are followed in accordance with safety plans and policies.</p> <p>1.3. Signage and barricade requirements are identified and implemented.</p> <p>1.4. <i>Tools and equipment</i> selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement.</p> <p>1.5. Material quantity requirements are calculated in accordance with plans and specifications and <i>quality requirements</i>.</p> <p>1.6. <i>Materials</i> appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.</p> <p>1.7. <i>Environmental requirements</i> are identified for the project in accordance with environmental plans and regulatory obligations and applied.</p>
2. Identify waterproofing system.	<p>2.1. Internal area to be waterproofed is <i>identified</i> from job drawings and specifications.</p> <p>2.2. Area of structure to be waterproofed is inspected for</p>

ELEMENT**PERFORMANCE CRITERIA**

	defects and soundness in accordance with job and manufacturer specifications.
	2.3. Appropriate waterproofing systems and products are identified, analysed and selected for water exclusion in accordance with job and manufacturer specifications, and with material safety data sheet (MSDS) directions.
	2.4. Range of waterproofing materials is checked for product suitability; conformity to specification; and compatibility with surface material, preparation and waterproofing installation technique.
	2.5. Termination detailing is determined.
	2.6. Type of waterproofing material is identified in accordance with job specification, state of structure , and job safety requirements with MSDS directions.
3. Prepare for waterproofing installation.	<p>3.1. Internal wet area and wet area fitment or fixtures are checked for specific measurements and set out in accordance with drawings and specifications.</p> <p>3.2. Substrate is checked for soundness of fit, curing compounds, moisture content and other contaminants, and reported or remedied as required.</p> <p>3.3. Flooring installation levels and falls to waste outlets are checked for conformity to specification.</p> <p>3.4. Corner flashing is installed in accordance with manufacturer recommendations.</p> <p>3.5. Points of connection, termination detailing and over flashings as required are checked to be in place and secure.</p> <p>3.6. Rebates for baths and basins are checked for compliance with standards.</p>
4. Prepare substrate.	<p>4.1. Defects are corrected and made good in accordance with manufacturer specifications, to bring substrate to a smooth and uniform finish.</p> <p>4.2. Surface of structure to be waterproofed is prepared to manufacturers' specification, including fixings and belling out around taps.</p> <p>4.3. Water stops and hobs are installed in required location in compliance with standards and good building practice.</p> <p>4.4. Prepared surface of structure is prime coated to manufacturers' specification, where applicable.</p>
5. Apply	5.1. Waterproofing membrane is applied to primed

ELEMENT	PERFORMANCE CRITERIA
waterproofing.	<p>surface of structure to correct thickness and in accordance with manufacturers' job specification.</p> <p>5.2. Appropriate bond breakers and fillets are applied as required in accordance with manufacturer specifications.</p> <p>5.3. Waterproofing membrane is cured in accordance with manufacturers' specification and workplace requirements.</p> <p>5.4. Flood testing of installation is conducted if required.</p> <p>5.5. Waterproofing system and materials are protected using methods and materials consistent with manufacturers' specification, workplace requirements and good building practice.</p> <p>5.6. Final inspection of site is undertaken in accordance with certifying authority's requirements and sign-off and handover of work is carried out in accordance with workplace requirements.</p>
6. Clean up.	<p>6.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.</p> <p>6.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - recognise procedures

REQUIRED SKILLS AND KNOWLEDGE

- report faults
- enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
- written skills to record results of checks and tests and relevant work completion procedures
- evaluate own actions and make judgments about performance and necessary improvements
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- organisational skills, including the ability to plan and set out work
- respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks and management systems
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- assessment and appreciation of moisture content in substrate materials
- characteristics and applications of waterproofing materials and adhesives
- construction systems and waterproofing considerations
- general construction terminology
- internal waterproofing materials, processes and techniques
- job safety analysis (JSA) and safe work method statements
- materials storage and environmentally friendly waste management
- MSDS
- plans, drawings and specifications
- plant, tools and equipment types, characteristics, uses and limitations
- principles and considerations of water exclusion
- processes for the calculation of material requirements
- quality requirements
- termination and flashing principals
- workplace and equipment safety requirements.

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.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures including quality requirements
- safely and effectively operate and use tools, plant and equipment
- communicate and work effectively and safely with others
- as a minimum:
 - waterproof a bathroom incorporating:
 - lap up a wall
 - appropriate penetrations
 - wastes and hobs
 - install and detail a hobless frame shower enclosure and a bath that abuts a masonry connection wall, ensuring:
 - correct identification of requirement and installation of the waterproofing
 - correct selection and use of appropriate processes, tools and equipment
 - completing all work to specification
 - correct termination and overflashing.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements

EVIDENCE GUIDE

and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- workplace location or simulated workplace
- materials relevant to waterproofing internal wet areas
- hand and power tools, plant and equipment appropriate to waterproofing internal wet areas
- realistic activities covering the mandatory task requirements
- specifications and work instructions.

Assessment of this unit of competency may be in conjunction with assessment of other units commonly performed at the same time in normal job roles.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role

EVIDENCE GUIDE

and the practical requirements of the workplace

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements

RANGE STATEMENT

Planning and preparation include:

Safety (OHS) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- pertaining to waterproofing internal wet areas
- relevant Australian standards
- safe work procedures relating to waterproofing internal wet areas
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.
- assessment of conditions and hazards
- determination of work requirements and safety plans and policies
- equipment defect identification
- work site inspection.
- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor
- hazard control
- hazardous materials and substances, including cement and curing agents
- organisational first aid
- PPE prescribed under legislation, regulations and workplace policies and practices
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
 - earth leakage boxes
 - lighting
 - power cables, including overhead service trays, cables and conduits
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - work site visitors and the public
 - working at heights
 - working in confined spaces
 - working in proximity to others

RANGE STATEMENT

Tools and equipment include:

- use of firefighting equipment
- use of tools and equipment
- workplace environmental requirements and safety.

- angle grinders
- brooms
- brushes
- buckets
- caulking guns
- chisels, including cold chisels
- cutting blades
- electric drills and screwdrivers
- fans
- floor scrapers
- hammers
- heat welders
- hot air welders
- lights
- measuring tapes and rules
- moisture meters
- nylon rollers
- pressure rollers
- fusion rollers
- scissors
- seam probes
- solvent applicators
- spirit levels
- straight edges
- vacuum cleaners.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications
- workplace operations and procedures.

Materials for internal application include:

- adhesives
- drainage cell
- liquid applied, including:
 - acrylic
 - cementitious-based
 - injection
 - polyurethane

RANGE STATEMENT

	<ul style="list-style-type: none"> • protection board • sheet, including: <ul style="list-style-type: none"> • bentonite composites • butanol • ethylene cop bitumen (ECB) • ethylene propylene diene monomer rubber (EPDM) • polyvinyl chloride (PVC) • substrate primer.
Environmental requirements include:	<ul style="list-style-type: none"> • clean-up management • dust and noise • vibration • waste management.
Identification of the waterproofing system includes:	<ul style="list-style-type: none"> • preparation of the substrate and waterproofing material • application to an internal wet area. • process: <ul style="list-style-type: none"> • testing • drainage • protection of the membrane system.
Waterproofing systems include:	<ul style="list-style-type: none"> • cement-based waterproofing systems. • hot mix bituminous felt material membranes • liquid sealants • sealant devices • sheet and sprayed material membranes.
Considerations in water exclusion include:	<ul style="list-style-type: none"> • capillary action • causes of water penetration, including: <ul style="list-style-type: none"> • leakage through wall and floor finishes • penetration at joints and junctions • movement from shrinkage • accumulated drainage • failure of or damage to waterproofing system corners and terminations • curing times of compounds and their applications • damp proof courses and flashings • direction of fall of substrate or decorative finish • hydrostatic pressure

RANGE STATEMENT

	<ul style="list-style-type: none">• impact of environmental conditions• joining• perimeter treatment, including:<ul style="list-style-type: none">• pressure seals and over flashing• thermal shrinkage (expansion and contraction)• shelf life of waterproofing products• surface applications and protection requirements• use of bond breakers• use of sealants• waste allowances.
Structural considerations include:	<ul style="list-style-type: none">• design principles• drainage requirements• environmental factors, including:<ul style="list-style-type: none">• water run-off and impact on adjoining property• allowing water flow• slope, fall and grade of surfaces• hydrostatic pressures• movement• substrate type and condition• waterproofing protection.
Internal wet area applications include:	<ul style="list-style-type: none">• bathrooms• en suites• laundries• showers• other wet process areas.
Wet area fixtures include:	<ul style="list-style-type: none">• bidets• pre-cast baths• shower bases• sink units• trough units• urinals• vanity units• water closets.
Substrates include:	<ul style="list-style-type: none">• aerated autoclaved concrete materials:<ul style="list-style-type: none">• Hebel• Thermolite• blockwork

RANGE STATEMENT

- brickwork
- cement render
- ferrous and non-ferrous piping
- fibrous cement sheeting
- pre-cast concrete
- PVC
- reinforced in situ concrete
- timber and timber-based products
- wet area plasterboard.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CUFANM302A Create 3D digital animations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to animate simple 3D models and create 3D animations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit requires the application of basic 3D animation skills to create animations for inclusion in interactive media products, short stand-alone animated sequences and basic games. At this level, animators are working with 3D digital models that have already been created. Animated sequences may include audio components.</p> <p>Animations are created using a range of industry-current software that is constantly evolving, so it is essential that people working in this area keep up to date with the latest software.</p> <p>This unit does not include techniques for stop-motion, cell-analogue and real time animation. Nor does it cover more sophisticated animation techniques used in film, television and high-end games. These are addressed in:</p> <ul style="list-style-type: none">• CUFANM501A Create 3D digital character animation• CUFANM502A Create 3D digital environments.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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
Clarify animation requirements	<ol style="list-style-type: none"> 1. With reference to <i>production documentation</i>, clarify <i>3D animation</i> requirements and <i>design specifications</i> in consultation with <i>relevant personnel</i> 2. Examine the models to be animated to determine the most appropriate <i>animation techniques</i> 3. Identify the <i>file format</i> and <i>delivery platform</i> for animated sequences 4. Identify <i>factors</i> that may influence animation design approach 5. In consultation with relevant personnel, clarify work

ELEMENT	PERFORMANCE CRITERIA
	flow sequences to ensure that production schedule deadlines are met
Plan approach	6. Research animations, artworks and other creative sources that may inspire visual design ideas 7. Generate a range of animation ideas that are technically feasible, respond to briefs and provide creative solutions to all design issues 8. Present animation ideas to relevant personnel using appropriate <i>design techniques</i> . 9. Adjust approach to incorporate feedback and agree on final design concepts 10. Discuss and select 3D <i>animation software</i> with relevant personnel to ensure that animated sequences meet specified outcomes 11. Analyse <i>audio assets</i> supplied for animations as required
Produce animated sequences for review	12. Create 3D animations using animation techniques to suit design requirements 13. Apply basic <i>animation principles, screen principles, visual design principles</i> and <i>communication principles</i> 14. Apply real world camera techniques to virtual cameras used in 3D animation 15. Render completed animated sequences 16. Save and store animated sequences using appropriate output file formats, standard naming conventions and version control protocols 17. Present 3D animated sequences to relevant personnel for evaluation by agreed deadlines
Finalise animated sequences	18. Review animated sequences to assess creative solutions to design briefs, appropriateness to users/audience and technical feasibility 19. Discuss and confirm with relevant personnel additional requirements or modifications and complete changes as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written or verbal instructions
 - work as a member of a production team, both independently on assignment and under direction
 - respond constructively to feedback received from other team members
 - complete workplace documentation
- conceptual and creative skills in the context of:
 - generating feasible ideas for animated sequences
 - having a feel for movement and timing in order to produce convincing animations
 - maintaining design integrity
- technical skills sufficient to:
 - use industry-current animation software to develop digitally animated sequences
 - apply the principles of basic screen, visual design and communication to produce 3D animated sequences
 - output 3D animated sequences in appropriate file formats for a range of delivery platforms
 - manage files and directories using standard naming conventions and version control protocols
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- roles and responsibilities of project team members in the relevant industry sector
- basic understanding of the stages in the production process from initial design through to finished product
- issues and challenges that arise in the context of creating 3D digital animations
- basic 3D digital animation techniques
- basic screen principles
- principles of animation
- principles of visual design and communication
- features of a range of delivery platforms
- OHS standards as they relate to working for periods of time on computers

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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • creation of 3D digital animated sequences that: <ul style="list-style-type: none"> • demonstrate the principles of basic screen, visual design and communication • meet the technical requirements of specific platforms • satisfy the design brief and client requirements • collaborative approach to work • attention to detail • ability to meet production deadlines.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of resources, equipment and current industry-current software as listed in the range statement • where sound is integrated in animated sequences, access to a range of suitable software to support the integration of sound and visual elements • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence, authenticated show reels and third-party workplace reports of on-the-job performance • critical analysis of a range of 3D digital animated sequences created by the candidate to determine

EVIDENCE GUIDE	
	<p>ability to meet design requirements</p> <ul style="list-style-type: none"> written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit informal questioning and discussion, including response to feedback and diagnostics.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> CUFANM303A Create 3D digital models CUFDIG303A Produce and prepare photo images CUFDIG304A Create visual design components CUFSOU301A Prepare audio assets.

Range Statement

RANGE STATEMENT	
<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>	
<i>Production documentation</i> may include	<ul style="list-style-type: none"> animatics brief storyboard technical specifications.
<i>3D animations</i> may include:	<ul style="list-style-type: none"> 3D elements 3D panoramas basic games buttons characters illustrations logos models morphs/blend shapes puzzles simulated sequences

RANGE STATEMENT	
	<ul style="list-style-type: none"> • text • titles and credits.
<i>Design specifications</i> may include:	<ul style="list-style-type: none"> • characters and objects • key frames • objects • references • samples • script • storyboard • technical specifications, including: <ul style="list-style-type: none"> • output file format • version control protocols • output file size • operating system • hardware specifications, including memory size, RAM • delivery platform • media form.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • 3D modeller • 3D producer • animation director • audio asset creator • director • graphic artist/designer • instructional designer • lead animator • matte painter • system support personnel • other technical and specialist personnel.
<i>Animation techniques</i> may include:	<ul style="list-style-type: none"> • acceleration/deceleration • audio integration • dynamic simulation • hierarchies • hinges and pivot points • hybrid method • key frames • layered animation • looping backgrounds • morphing/object exaggeration

RANGE STATEMENT

	<ul style="list-style-type: none"> • motion capture • motion paths • pose to pose animation • registration points • rotation • scripted animation • speed/motion blur • straight-ahead animation.
<i>File formats</i> may include:	<ul style="list-style-type: none"> • AAS • ACT • ANI • ANM • ANS • AVI • AWA • AWM • CEL • CFT • CMV • DIR/DCR • FLA/SWF • FLC • FLI • FLX • GIF • HTML • IFF • JPEG • LWOB • M3D • MMM • MOV • MPEG • MWF • PNG • QTVR • SEC • TIFF • VAN • VUE.

RANGE STATEMENT	
<i>Delivery platforms</i> may include:	<ul style="list-style-type: none"> • CD • DVD • film • games console • internet • kiosk • mobile phone or device • PDA (personal digital assistant) • video.
<i>Factors</i> may include:	<ul style="list-style-type: none"> • budget • purpose of animation • resources • target audience • timelines.
<i>Design techniques</i> may include:	<ul style="list-style-type: none"> • digitally generated illustrations of objects and/or characters • freehand sketches • fully rendered hand-drawn illustrations • story trees • storyboards.
<i>Animation software</i> may include:	<ul style="list-style-type: none"> • 3D Studio Max • Cinema 4D • Houdini • Lightwave • Maya • Motionbuilder • Soft Image - XSI.
<i>Audio assets</i> may include:	<ul style="list-style-type: none"> • music • narration • sound effects.
<i>Animation principles</i> may include:	<ul style="list-style-type: none"> • anticipation • asymmetry in body and facial poses • balanced poses • exaggeration • movement in arcs • overlapping actions and follow-through • pacing/timing • secondary actions • singularity of message

RANGE STATEMENT	
	<ul style="list-style-type: none"> • squash and stretch • staging • strong silhouette in poses • weight.
<i>Screen principles</i> may include:	<ul style="list-style-type: none"> • camera techniques • editing, including basic transitions • framing • lighting • montage • narrative • story-telling • style/genre.
<i>Visual design principles</i> may include:	<ul style="list-style-type: none"> • balance • composition • emphasis • movement • perspective • proportion • scale • unity.
<i>Communication principles</i> may include:	<ul style="list-style-type: none"> • communicating the message • conveying meaning • meeting audience requirements • using functional components.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - animation and digital effects
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Co-requisite units

Co-requisite units		

CUFANM303A Create 3D digital models

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to create 3D digital models.</p> <p>This unit is a prerequisite for:</p> <ul style="list-style-type: none">CUFANM401A Prepare 3D digital models for production. <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>3D modellers working on relatively simple projects apply the skills and knowledge described in this unit. From reference material and established designs, they create 3D models using whatever software is applicable to the production.</p> <p>3D models need to meet technical and design specifications, as well as being efficient, reliable, to scale, and easy to rig and animate.</p> <p>Modellers need to appreciate what will be required of their models in later stages of production because this can affect the work they produce. Close liaison with other team members is, therefore, important. Even though a senior modeller or technical director supervises the creation of models, people at this level are expected to work autonomously within clear guidelines.</p>
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	<p>More complex skills associated with 3D digital modelling are covered in:</p> <ul style="list-style-type: none"> CUFANM401A Prepare 3D digital models for production.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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
Clarify work	1. With reference to <i>production documentation</i> , clarify

ELEMENT	PERFORMANCE CRITERIA
requirements	<p><i>requirements</i> and <i>purpose</i> for 3D digital models</p> <ol style="list-style-type: none"> 2. In consultation with <i>relevant personnel</i>, clarify work flow sequences to ensure that <i>production</i> schedule deadlines are met 3. Select <i>software</i> that best suits the type of production and <i>delivery platform</i> for which 3D digital models are being created 4. Gather and analyse <i>reference materials</i> to help with visualisation of 3D models
Create 3D digital models	<ol style="list-style-type: none"> 5. Use software features to block out models to determine correct proportions in relation to reference materials 6. Manipulate software features to apply basic lighting and shaders as required 7. Ensure that models' topology allows appropriate deformation, as required 8. <i>Progressively refine</i> and check <i>integrity</i> of models until they meet design requirements 9. Submit models to relevant personnel for comment on whether production requirements have been met and make final adjustments as required 10. Render and output models in required <i>format</i> and submit to relevant personnel by agreed deadlines 11. Make back-up copies of files and complete workplace documentation according to enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written or verbal instructions
 - work as a member of a production team, both independently on assignment and under direction
 - respond constructively to feedback received from other team members
 - complete workplace documentation
- technical skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- use industry-current software applications to create 3D models to specifications
- manage files and directories using standard naming conventions and version control protocols
- make back-up copies of files and store appropriately
- initiative and creativity in the context of visualising and accurately creating 3D digital models of a range of animate and inanimate objects
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- roles and responsibilities of project team members in the relevant industry sector
- basic understanding of the stages in the production process from initial design through to finished product
- issues and challenges that arise in the context of creating 3D digital models
- 3D digital modelling techniques
- strong sense of scale, form, weight and volume
- geometry as it applies to the creation of realistic 3D digital models
- features of a range of delivery platforms
- OHS standards as they relate to working for periods of time on computers

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- creation of 3D digital models that:
 - demonstrate efficient use of geometry and attention to detail
 - meet design requirements
- collaborative approach to work
- ability to meet deadlines.

EVIDENCE GUIDE	
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a selection of industry-current software as listed in the range statement • access to simulated or real production situations that require the creation of 3D digital models • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of a range of 3D digital models created by the candidate to determine ability to create models for different kinds of objects • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUFANM302A Create 3D digital animations • CUVDSP11A Research and apply techniques for illustrative work • CUVVSP16A Research and experiment with techniques to produce drawings.

Range Statement

RANGE STATEMENT
<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</p>

RANGE STATEMENT	
regional contexts) may also be included.	
<i>Production documentation</i> may include:	<ul style="list-style-type: none"> • animatics • brief • storyboard • technical specifications.
<i>Requirements</i> may include:	<ul style="list-style-type: none"> • assets for integration • collaboration with other team members • creative expectations • design specifications • output format • technical specifications • timelines.
<i>Purpose</i> of 3D digital models may be for:	<ul style="list-style-type: none"> • animations • digital simulations, e.g.: <ul style="list-style-type: none"> • architectural models • e-learning resources • demonstration of processes and procedures.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • 3D designer or concept artist • 3D modeller • art director • director • head of department • matte painter • producer • project manager • storyboard artist • supervisor • technical director • other technical/specialist personnel.
<i>Production</i> may include:	<ul style="list-style-type: none"> • animated productions • commercials • digital media products, e.g.: <ul style="list-style-type: none"> • simulations • games • e-learning resources • virtual worlds/environments • documentaries • feature films • filmed events or performances

RANGE STATEMENT	
	<ul style="list-style-type: none"> • music video • short films • television productions.
Software may include:	<ul style="list-style-type: none"> • 3D, e.g.: <ul style="list-style-type: none"> • 3D Studio Max • Maya • Softimage • graphics, e.g.: <ul style="list-style-type: none"> • Photoshop • Illustrator.
Delivery platforms may include:	<ul style="list-style-type: none"> • broadcast television • CD • DVD • film • internet • Kiosk • mobile phone • PDA (personal digital assistant) • other digital devices.
Reference materials may include:	<ul style="list-style-type: none"> • books • concept drawings and designs • direct observation of actions to be simulated in 3D models • real object on which models are to be based • still images • videos.
Progressive refinements may include:	<ul style="list-style-type: none"> • achieving required shape • achieving required topology.
Aspects to be checked for integrity may include:	<ul style="list-style-type: none"> • double faces • isolated vertices • pivot points • resetting transform • scale of models relative to other components in final sequences.
Formats may include:	<ul style="list-style-type: none"> • AVI • IFF • JPEG • MPEG • PNG

RANGE STATEMENT

	<ul style="list-style-type: none">• Quicktime• Targa• TIFF.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - Animation and digital effects
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Co-requisite units

Co-requisite units		

CUFANM502A Create 3D digital environments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to create 3D digital environments.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>3D environment artists working in 3D animation, games and graphics studios apply the skills and knowledge described in this unit. From reference material and established designs, they create 3D environments using the software application most appropriate to the production. 3D environments need to meet technical and design specifications, as well as being efficient, reliable and to scale.</p> <p>Environment artists need to appreciate what will be required of their environments in later stages of production because this can affect the work they produce. Even though environment artists at this level work with a fair degree of autonomy, they are members of a production team and must be able to take direction and communicate clearly with colleagues.</p> <p>3D environments are created using a range of industry-current software that is constantly evolving, so it is essential that people working in this area keep up to date with the latest software.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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
Clarify work requirements	<ol style="list-style-type: none"> 1. With reference to <i>production documentation</i>, determine <i>requirements</i> and <i>purpose</i> for 3D digital environments 2. In consultation with <i>relevant personnel</i>, determine work flow sequences to ensure that production schedule deadlines are met 3. Select <i>software</i> that best suits the type of production and <i>delivery platform</i> for which 3D digital environments are

ELEMENT	PERFORMANCE CRITERIA
	<p>being created</p> <p>4. Gather and analyse <i>reference materials</i> to help with visualisation of 3D environments</p>
Create 3D digital environments	<p>5. Use software features to build a previsualisation of environments in relation to reference materials and submit to relevant personnel for approval</p> <p>6. Build environment models and <i>progressively refine</i> models until they meet design requirements</p> <p>7. Check <i>integrity</i> of models and ensure <i>spatial relationship</i> meets design requirements</p> <p>8. Apply texture coordinates as required</p> <p>9. Create and incorporate matte paintings as required</p> <p>10. Manipulate software features to apply lighting and shaders as required</p> <p>11. Experiment with different <i>lighting rigs</i> and select a rig that meets design requirements</p> <p>12. Continuously refine all aspects of 3D digital environments until the required creative effect is achieved</p> <p>13. Submit environments to relevant personnel for comment on whether production requirements have been met and make final adjustments as required</p>
Finalise projects	<p>14. Render and output environments in required <i>format</i> and submit to relevant personnel by agreed deadlines</p> <p>15. Finalise projects according to enterprise procedures, such as making back-up copies of files and completing workplace documentation</p> <p>16. Participate in project evaluations and contribute ideas and suggestions about ways to improve future projects</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret creative concepts and briefs

REQUIRED SKILLS AND KNOWLEDGE

- interpret information in software user manuals and help features
- work as a member of a production team, both independently on assignment and under direction
- respond positively to constructive feedback from other team members
- initiative and enterprise in the context of:
 - visualising and accurately creating 3D digital environments
 - finding creative solutions to problems identified during the process of creating 3D digital environments
 - locating and using resources to broaden own creative experience
- technical skills sufficient to:
 - use appropriate software to develop 3D digital environments
 - create 3D digital environments in appropriate formats for required delivery platforms
 - manage files and directories using standard naming conventions and version control protocols
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - plan the creation of 3D digital environments in a logical and cohesive way
 - meet deadlines
 - seek expert assistance as required
- learning in the context of improving performance/product through self-reflection and reworking after feedback

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members in the relevant industry sector
 - sound understanding of the relationship between the technical and creative aspects and requirements of productions for which 3D digital environments are being created
 - understanding of the stages in the production process from initial design through to the finished product
 - issues and challenges that arise in the context of creating 3D digital environments
 - the features of a range of delivery platforms
- digital modelling techniques appropriate to the development of 3D environments
- demonstrated use of scale, form, weight and volume
- geometry as it applies to the creation of realistic 3D digital environments
- OHS standards as they relate to working for periods of time on computers

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.

Overview of assessment

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

Evidence of the following is essential:

- creation of 3D digital environments that:
 - demonstrate efficient use of geometry and attention to detail
 - meet design requirements
- collaborative approach to work
- ability to meet deadlines.

Context of and specific resources for assessment

Assessment must ensure:

- access to a selection of industry-current software as listed in the range statement
- access to simulated or real production situations that require the creation of 3D digital environments
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of a range of 3D digital environments created by the candidate to determine ability to create different kinds of environments
- written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBCRT402A Collaborate in a creative process

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • CUFANM401A Prepare 3D digital models for production • CUVDSP11A Research and apply techniques for illustrative work • CUVVSP16A Research and experiment with techniques to produce drawings.
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Range Statement**RANGE STATEMENT**

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.

Production documentation may include:

- storyboard
- animatics
- technical specifications
- creative documentation
- top-down drawings/maps
- concept drawings
- architectural drawings.

Requirements may include:

- technical specifications
- design specifications
- creative expectations
- output format
- assets for integration
- timelines
- collaboration with other team members.

Purpose of 3D digital environments may be for:

- animations
- digital simulations, e.g.:
 - architectural models
 - e-learning resource
 - demonstration of processes and procedures
- games
- film/television productions.

RANGE STATEMENT	
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • 3D modeller • matte painter • 3D designer or concept artist • art director • project manager • director • producer • supervisor • technical director • head of department • storyboard artist • other technical/specialist personnel.
<i>Software</i> may include:	<ul style="list-style-type: none"> • graphics, e.g.: <ul style="list-style-type: none"> • Photoshop • Illustrator • 3D, e.g.: <ul style="list-style-type: none"> • 3D Studio Max • Maya • Softimage.
<i>Delivery platforms</i> may include:	<ul style="list-style-type: none"> • feature film • broadcast television • games • internet • CD • mobile phone • kiosk • DVD • PDA (personal digital assistant) • other digital devices.
<i>Reference materials</i> may include:	<ul style="list-style-type: none"> • real environments that are to be reproduced digitally • videos • still images • books • direct observation of actions to be simulated in 3D environments • concept drawings and designs.
<i>Progressive refinements</i> may include:	<ul style="list-style-type: none"> • achieving required shape • achieving required topology.

RANGE STATEMENT	
Aspects to be checked for <i>integrity</i> may include:	<ul style="list-style-type: none"> • pivot points • scale of models relative to other components in final sequences • isolated vertices • double faces • resetting transform.
Aspects to be checked for <i>spatial relationship</i> may include:	<ul style="list-style-type: none"> • relevant design principles, e.g.: <ul style="list-style-type: none"> • balance • proportion • accuracy • functionality • game-play requirements.
<i>Lighting rigs</i> may include:	<ul style="list-style-type: none"> • light domes • global illumination • radiosity • standard lights.
<i>Formats</i> may include:	<ul style="list-style-type: none"> • TIFF • JPEG • IFF • Quicktime • AVI • MPEG • Targa • PNG.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - animation and digital effects
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Co-requisite units

Co-requisite units		

CUFDIG303A Produce and prepare photo images

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare photo images for integration into an interactive media sequence or product.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This role may be assigned to a graphic artist or, in a larger project, to a photographer who works closely with a programmer or interactive media author to publish required images.</p> <p>The photography ranges from digital still composition to panoramas for the production of virtual worlds. Photo images can include landscapes, objects and portraits.</p> <p>Specialist skills associated with photography are covered in:</p> <ul style="list-style-type: none">• CUVPHI06A Plan and carry out image capture in response to a brief.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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
Use scanner to capture photo images	<ol style="list-style-type: none"> 1. Source and select appropriate photographic images according to requirements of photographic <i>project</i> brief 2. Discuss selection of images with <i>relevant personnel</i> 3. Assess <i>scanner features</i> to ensure that outcomes will meet the requirements of brief 4. Operate scanner according to manufacturer specifications 5. Select <i>scanner settings</i> to ensure image capture meets production requirements 6. Transfer and store photographic image files to a computer using standard naming conventions
Use digital camera to create photo images	<ol style="list-style-type: none"> 7. Discuss photographic project brief with relevant personnel

ELEMENT	PERFORMANCE CRITERIA
	8. Assess <i>digital camera features</i> to ensure that outcomes will meet the requirements of brief 9. Plan camera shots taking into account lighting, framing, composition and other <i>photographic techniques</i> 10. Load and operate digital camera according to manufacturer specifications 11. Consider digital camera focus, exposure and shutter speed to ensure image capture meets production requirements 12. Check photographic images for fitness of purpose to comply with brief 13. Transfer and store photographic image files to a computer using standard naming conventions
Edit photo images	14. Load <i>digital imaging software</i> and import photo image source files 15. <i>Manipulate</i> and save digital images using designated digital imaging software 16. Create photo images that incorporate <i>visual design</i> and <i>communication principles</i> using designated digital imaging software 17. Evaluate the outcome for visual impact, effectiveness and fitness for purpose 18. Confirm outcome with relevant personnel
Prepare photo image assets	19. Save files in appropriate <i>output format</i> to meet <i>platform</i> requirements 20. Assign <i>metadata tags</i> if required 21. Group files logically in a folder system using standard naming conventions 22. Store files in share drive or repository for production team access

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- interpret and clarify written or verbal instructions
- consult equipment operation manuals
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
 - proficiently use a scanner to reproduce photo images to specification
 - proficiently use a digital camera to create well-composed photo images
 - proficiently use digital imaging software to manipulate and prepare photo images
 - manage files using standard naming conventions
- self-management skills sufficient to:
 - work under pressure
 - meet deadlines
 - seek expert assistance when problems arise
- problem-solving skills sufficient to anticipate and resolve minor equipment set-up problems

Required knowledge

- basic photographic techniques
- basic principles of visual design and communication
- appropriate file formats for various platforms
- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - basic understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - basic knowledge of the features of a range of delivery platforms
- OHS regarding the use of scanners, cameras and computers, and handling and disposing of lithium batteries

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.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to use digital imaging software to prepare high quality photo images that satisfy the requirements of a range of briefs • efficient operation of a scanner and digital camera to capture images.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of resources and equipment currently used by industry, including: <ul style="list-style-type: none"> • flatbed scanner • digital camera • industry-standard graphics software • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of photo images prepared by the candidate on a number of occasions • practical demonstration by the candidate of scanner and digital camera operation • written or oral questioning to test knowledge of file formats and OHS issues.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUFDIG304A Create visual design components.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

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.

<i>Projects</i> may include:	<ul style="list-style-type: none"> • e-commerce • educational product • game • information product • promotional product • training product • website.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • client • designer • graphic artist • interactive media author • programmer, coder and technical support people • supervisor • web manager • other specialist creative and administrative staff.
<i>Scanner features</i> may include:	<ul style="list-style-type: none"> • bit depth • dynamic range • optical resolution • output format (e.g. RGB, greyscale or CMYK) • platen size • reflective or transmissive (film) • range of film holders.
<i>Scanner settings</i> may include:	<ul style="list-style-type: none"> • bit depth • colour or greyscale • colour/target/working space • crop • destination • dust and scratch handling (e.g. ICE, FARE) • grain management (e.g. GEM) • multi-sampling • orientation • output dimension and resolution or file size

RANGE STATEMENT	
	<ul style="list-style-type: none"> • preferences/options • restoration of colour (e.g. ROC) • scaling • sharpening • source image type • tones, contrast, colour cast, saturation.
<i>Digital camera features</i> may include:	<ul style="list-style-type: none"> • aperture • automatic, program or manual settings • batteries • colour, target, working space • compatibility with hardware and digital imaging software • exposure compensation • file format • flash, fill flash • lens focal lengths, such as wide angle, close-up and telephoto • menu functions • resolution - megapixels • shutter speed • size and type of memory card(s) • subject modes • white balance.
<i>Photographic techniques</i> may include:	<ul style="list-style-type: none"> • composition • depth of field • dynamic range • field of view • framing • lighting.
<i>Digital imaging software</i> may include:	<ul style="list-style-type: none"> • a wide range of programs, e.g.: <ul style="list-style-type: none"> • Adobe Photoshop • Adobe Photoshop Elements • Adobe Photoshop Lightroom • Apple Aperture • Corel Paint Shop Pro • Corel PhotoPaint • GNU Image Manipulation Program (GIMP and GIMPshop).
<i>Manipulating</i> digital images may	<ul style="list-style-type: none"> • appending text/type for files and captions

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • brushing • creating artistic effects • cropping • editing • eliminating red eye • emulating photographic effects • image enhancement including tones, contrast, colour cast/tint, saturation • masking layers • retouching (i.e. cloning, rubber stamping, healing, patching) • sharpening • stitching (panoramic scenes) • using layers for composites • using pre-sets.
<i>Visual design principles</i> may include:	<ul style="list-style-type: none"> • balance • emphasis • movement • perspective • proportion • scale • unity.
<i>Communication principles</i> may include:	<ul style="list-style-type: none"> • communicates message • conveys meaning • meets audience requirements • uses functional components.
<i>Output formats</i> may include:	<ul style="list-style-type: none"> • GIF • JPEG • PDF • PICT • PNG • PSD • TIFF.
<i>Platforms</i> may include:	<ul style="list-style-type: none"> • CD • DVD • games console • internet • kiosk • mobile phone • other video playback devices

RANGE STATEMENT	
	<ul style="list-style-type: none"> • personal digital assistant (PDA) • video player (iPods).
<i>Metadata tags</i> may include:	<ul style="list-style-type: none"> • author • copyright notice • date of capture/date created • description • EXIF and IPTC standards • file size • format • headline/caption • keywords/subject • location/GPS coordinates • resolution • rights usage terms • roll/identifier # • subject • time • title • version.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - digital content and imaging
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Co-requisite units

Co-requisite units		

Co-requisite units		

CUFDIG304A Create visual design components

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to create visual designs for a range of interactive media components.</p> <p>People in this role work closely with other members of a production team. They create visual design components in response to specifications and under the supervision of a graphic designer or producer. They contribute creative ideas to the overall concept that needs to take account of technical considerations, such as the final delivery platform.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit requires the application of the key principles and practice of graphic design in the context of creating visual design components that could be integrated into a range of media products, including print media.</p> <p>A graphic artist usually undertakes this role and is expected to be competent in a range of design techniques, including freehand drawing. The visual design output will nevertheless be in a digital format for inclusion in a final media product.</p> <p>More complex skills associated with visual design aspects</p>
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	of a whole interactive media product are covered in: <ul style="list-style-type: none"> CUFDIG402A Design user interfaces CUFDIG403A Create user interfaces.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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
Clarify work requirements	<ol style="list-style-type: none"> Clarify type of visual design <i>components</i> required, in consultation with <i>relevant personnel</i> In discussion with relevant personnel, identify factors

ELEMENT	PERFORMANCE CRITERIA
	<p>that may determine or affect visual design concepts, including <i>design techniques</i></p> <p>3. Clarify in discussion with relevant personnel the target user and audience, and determine <i>format</i> and <i>delivery platform</i></p>
Generate and assess ideas	<p>4. Review media products, designs, images, artwork and other creative sources that may inspire visual design ideas</p> <p>5. Obtain other <i>relevant information</i> that may influence design ideas</p> <p>6. Generate a range of visual design ideas that are technically feasible, respond to specifications and provide creative solutions to all design issues</p> <p>7. Present visual design ideas to relevant personnel using design techniques</p>
Plan approach	<p>8. Experiment with traditional and digital imaging techniques to create required visual design components</p> <p>9. Explore range of <i>typographical</i> and <i>visual design elements</i> to create the components</p> <p>10. Evaluate initial design ideas and specifications against findings and discuss with relevant personnel to select final design concept</p> <p>11. Select design technique and discuss with relevant personnel to ensure appropriate output format meets delivery platform requirements</p>
Produce visual design components	<p>12. Develop structure for components based on the final design concept using selected design techniques</p> <p>13. Apply <i>visual design principles</i> and <i>communication principles</i> to produce components</p> <p>14. Save visual design in an appropriate format that satisfies the technical parameters determined in consultation with relevant personnel</p>
Finalise visual design components	<p>15. Review visual design components to assess whether creative solutions meet design and technical specifications</p> <p>16. Discuss and confirm with relevant personnel additional requirements or modifications and undertake any necessary amendments</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written and verbal instructions
 - work as a member of a production team - both independently on assignment and under direction
 - respond constructively to feedback received from other team members
- initiative and enterprise in the context of generating a range of feasible ideas for visual designs
- technical skills sufficient to:
 - use a range of design techniques for creating visual designs, including industry-standard graphics software
 - apply visual design and communication principles to produce visual designs
 - create visual design components in appropriate formats for a range of delivery platforms
 - manage files and directories using standard naming conventions
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members
 - basic understanding of the relationship between technical and creative aspects and requirements of media projects
- basic design principles of layout and composition
- characteristics of digital and traditional imaging
- visual design and communication principles
- typography
- copyright clearance procedures
- OHS standards as they apply to the use of computer and keyboard for periods of time

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.

Overview of assessment

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

Evidence of the following is essential:

- creation of visual design components that respond effectively to specifications and demonstrate the application of visual design and communication principles
- ability to apply a selection of the design techniques listed in the range statement
- ability to work collaboratively in a team environment.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of resources, equipment and current industry-standard software as listed in the range statement
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of a range of visual design components created by the candidate
- written or oral questioning to test knowledge of visual design principles, communication principles and responsibilities of different members of a project team.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFDIG303A Produce and prepare photo images

EVIDENCE GUIDE

- CUFANM301A Create 2D digital animations.

Range Statement**RANGE STATEMENT**

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.

Components may include:

- 2D animation objects
- backgrounds
- banners
- basic user interfaces
- colours
- flow charts
- icons
- illustrations
- interactive buttons
- interactive controls
- logos
- simple 2D animation characters
- text
- titles
- other components required by the project.

Relevant personnel may include:

- art director
- asset creator
- client
- editor
- producer
- programmer
- supervisor
- technical director
- technical staff
- other specialist creative and administrative staff.

RANGE STATEMENT	
<i>Design techniques</i> may include:	<ul style="list-style-type: none"> • drawing freehand • drawing on a tablet • flow charts • scanning drawings and photographs • storyboards • thumbnail sketches • using graphics software, such as: <ul style="list-style-type: none"> • Corel Draw • Corel Paint Shop Pro • Photoshop • Photoshop Elements • Illustrator • Paint.net • Fireworks.
<i>Format</i> may include:	<ul style="list-style-type: none"> • bitmap image • digital formats, such as: <ul style="list-style-type: none"> • GIF • JPEG • PDF • TIFF • PICT • PNG • PSD • HTML • hard copy • vector image.
<i>Delivery platform</i> may include:	<ul style="list-style-type: none"> • CD • DVD • film • games console • internet • kiosk • mobile phone • other wireless/mobile devices • personal digital assistant (PDA) • print media • television.
<i>Relevant information</i> may	<ul style="list-style-type: none"> • brands

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • logos • previous versions of components • printed materials • promotion materials • style guides • trademarks.
<i>Typographical design elements</i> may include:	<ul style="list-style-type: none"> • alignment • fonts and typefaces • kerning • leading • point and size • serif or sans serif • tracking.
<i>Visual design elements</i> may include:	<ul style="list-style-type: none"> • colour • form • line • shape • texture • tone.
<i>Visual design principles</i> may include:	<ul style="list-style-type: none"> • balance • emphasis • focal point • movement • perspective • proportion • scale • unity.
<i>Communication principles</i> may include:	<ul style="list-style-type: none"> • communicates message • conveys meaning • meets audience requirements • uses functional components.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - digital content and imaging
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Co-requisite units

Co-requisite units		

CUFDIG507A Design digital simulations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design digital simulations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The range of digital simulations covered in this unit is broad, and could include virtual world environments for architecture; virtual instruments and equipment for science and engineering; or natural and technical processes and procedures in medicine, conservation and manufacturing.</p> <p>As these simulations are based on real world environments and processes, designers need to work closely with experts in the field to understand the dynamics of the processes and to be able to model these in a virtual environment.</p> <p>The unit also requires working collaboratively with programmers and software authors to ensure the simulation can be technically achieved.</p> <p>As the application for simulation is broad, including demonstration and training, this unit relates to other design units, including:</p> <ul style="list-style-type: none">• CUFDIG503A Design e-learning resources• CUFDIG504A Design games.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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
Identify project requirements	<ol style="list-style-type: none"> 1. Confirm objectives and desired outcomes of briefs in consultation with <i>relevant personnel</i> 2. Identify target audience and determine format and <i>delivery platform</i> of simulations through discussion with relevant personnel
Research and plan	<ol style="list-style-type: none"> 3. Investigate fully the <i>real world environment</i> that is to be simulated

ELEMENT	PERFORMANCE CRITERIA
approach	<ol style="list-style-type: none"> 4. Obtain designs, plans and other information that may assist in modelling the real world environment 5. Determine the <i>performance objectives</i>, task complexity and required levels of user skill 6. Determine the required depth of physical and functional fidelity, taking into account <i>production requirements</i> 7. Research and select appropriate simulation <i>authoring tools</i> 8. Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions
Draft simulation design documents	<ol style="list-style-type: none"> 9. Identify the <i>processes</i> that determine the functional behaviour and specify how this behaviour is to be represented by <i>control objects</i> 10. Define the underlying functionality in a model that specifies the essential settings, states, conditions and parameters 11. Specify the <i>user interface controls</i> that enable users to interact with simulations 12. Identify critical impacts, alerts or costs for incorrect user operation 13. Specify positive and negative user feedback 14. Specify the sequencing of levels of difficulty 15. Present draft <i>simulation design documents</i> for discussion with and feedback from other team members
Finalise simulation design documents	<ol style="list-style-type: none"> 16. Review designs against required project outcomes and performance objectives 17. Review designs to ensure they meet creative, technical and legislative requirements 18. Adjust designs as necessary after discussions with relevant personnel and incorporating user feedback 19. Save and archive user interface controls for other projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify project briefs
 - establish rapport with clients
 - work collaboratively in a team environment to find the best design solutions
 - clearly and concisely document specifications for the design of the digital simulation
- initiative and enterprise in the context of:
 - generating ideas for the design of digital simulations that meet the specified performance objectives
 - thinking laterally when developing ideas
 - maintaining design integrity
- technical skills sufficient to:
 - create storyboards, state-charts and other diagrams to specify the architecture and navigation of digital simulations
 - design simulations that represent a real world environment to the required level of fidelity
- self-management skills sufficient to:
 - meet deadlines
 - provide appropriate and timely documentation

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - issues and challenges that arise in the context of designing and developing digital simulations
- typical formats and techniques for documenting the design of digital simulations
- OHS standards as they relate to working for periods of time on computers
- way in which algorithms, laws, rules and mathematical formulas can represent real world processes
- intellectual property rights and copyright clearance procedures

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> design specifications for digital simulations that: <ul style="list-style-type: none"> are well documented and clearly presented meet performance requirements are technically feasible ability to work effectively as a member of a design team.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> practical demonstration of skills through the design of at least two digital simulations access to briefs for digital simulations on which designs can be based access to appropriate learning and assessment support when required use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance evaluation of digital simulation designs documented by the candidate and of their quality in terms of meeting performance requirements written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit case studies to assess ability to develop digital simulations for a range of real world environments.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> CUFDIG503A Design e-learning resources CUFDIG504A Design games

EVIDENCE GUIDE

- CUFDIG506A Design interaction.

Range Statement**RANGE STATEMENT**

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.

Relevant personnel may include:

- art director
- client
- designer
- expert
- graphic artist
- head of department
- programmer
- publisher
- script writer
- software engineer
- other technical and creative staff.

Delivery platforms may include:

- CD/DVD
- games console
- internet
- mobile phone
- personal digital assistant (PDA)
- other wireless/mobile devices.

Real world environments may include:

- device
- equipment
- machine
- natural habitat
- procedure
- process
- social environment
- spatial environment
- system
- tool.

RANGE STATEMENT	
<i>Performance objectives</i> may include:	<ul style="list-style-type: none"> • control • dexterity • judgement • knowledge • memory • perception • proficiency • recall • reflection • speed and accuracy of decision making and problem solving • understanding.
<i>Production requirements</i> may include:	<ul style="list-style-type: none"> • budget • schedules • staff expertise • timelines.
<i>Authoring tools</i> may include:	<ul style="list-style-type: none"> • authoring software, such as: <ul style="list-style-type: none"> • Dreamweaver • GoLive • Contribute • Breeze • Captivate • Authorware • Flash • Director • PageMill • RoboDemo • simulation software, such as LabView • scripting using languages, such as: <ul style="list-style-type: none"> • CC++ • Java • ActionScript • Lingo.
<i>Processes</i> may include:	<ul style="list-style-type: none"> • astrological • biological • chemical • electrical • environmental • mechanical

RANGE STATEMENT	
	<ul style="list-style-type: none"> • mental • physical • social.
<i>Control objects</i> may include:	<ul style="list-style-type: none"> • algorithms • forces • laws • mathematical formulas • rules.
<i>User interface controls</i> may include:	<ul style="list-style-type: none"> • buttons • clocks • dials • gauges • handles • joysticks • keyboards • keypads • knobs • lamps • levers • meters • sliders • switches • timers • valves • wheels.
<i>Simulation design documents</i> may include:	<ul style="list-style-type: none"> • diagrams • flow charts • maps • plans • state-charts • storyboards • technical specifications • user interface mock-ups • wire frames.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - digital content and imaging
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Co-requisite units

Co-requisite units		

CULMS010B Contribute to the preservation of cultural material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the preservation of cultural material through a sound knowledge of conservation principles, practices and ethics and the application of basic preservation activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to individuals who have significant knowledge of preservation issues and may be involved in the application of basic preservation techniques with the involvement of a professional conservator.

The content of this unit relates to work that has a significant impact on Australia's cultural heritage and care must be taken to ensure appropriate implementation of the unit.

Any individual or organisation planning to undertake training and/or assessment of this unit must therefore consult with an appropriately qualified conservator or conservation organisation. The Australian Institute for the Conservation of Cultural Material is the recognised professional body in this area.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop preservation skills and knowledge	<p>1.1 Seek and access <i>opportunities to develop, update and maintain knowledge of preservation</i> issues and concepts</p> <p>1.2 Integrate knowledge into work activities within scope of individual responsibility</p>
2 Undertake basic preservation activities	<p>2.1 Undertake <i>basic preservation activities</i> within scope of responsibility as agreed with a conservator and in accordance with <i>organisational plans and policies</i></p> <p>2.2 Correctly apply techniques in a manner which</p>

ELEMENT**PERFORMANCE CRITERIA**

maintains the integrity of the *cultural material*

- 2.3 Record data generated in the course of activities clearly and accurately in the appropriate format
- 2.4 Follow *health, safety and environmental requirements* at all times
- 2.5 Ensure that ethical and *cultural protocols* are adhered to at all times

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- learning skills to undertake ongoing professional development and acquisition of knowledge around preservation issues and concepts
- literacy skills to interpret conservation plans, to research conservation information, document and to report on condition of cultural material.

Required knowledge

- distinction between preservation, conservation and restoration
- basic preservation principles and methods
- principles and methods for handling cultural material
- available sources of appropriate expert advice
- AICCM Code of Ethics and Code of Practice
- copyright, moral rights and intellectual property legislation and issues that impact on conservation
- cultural protocols that impact on conservation of cultural material, including those for Aboriginal or Torres Strait Islander material
- role of a conservator and of a person working under the guidance of a conservator, including the scope of work undertaken by each and rationale for this
- requirements for safe work and manual handling
- formats and features of conservation plans, object condition reports.

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

Evidence of the following is essential:

- sound general knowledge of preservation techniques relevant to the collection/industry sector
- understanding of conservation ethics and cultural protocols, including limitations on the scope of work to be undertaken
- practical demonstration of competent and safe techniques working on one or more items under the guidance of a conservator.

Context of and specific resources for assessment

Assessment must ensure:

- access to cultural material
- access to equipment, materials and tools used in basic preservation activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- assessment of cultural material on which the candidate has worked
- direct observation of the candidate using techniques
- evaluation of candidate's responses to different collection scenarios to assess ability to develop approaches for different preservation needs and articulate different challenges and issues to be considered
- oral or written questioning to assess knowledge of different techniques and procedures.

EVIDENCE GUIDE

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS009B Implement preventive conservation activities.

Range Statement

RANGE STATEMENT

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.

Opportunities to develop, update and maintain knowledge of preservation issues and concepts may include:

- research
- attendance at seminars, workshops
- membership of professional organisations
- using conservator as a mentor
- reading current journals, newsletters and electronic discussion lists

Basic preservation activities will vary depending on the type of cultural material, but may include:

- surface cleaning
- designing/making storage enclosures and display supports
- attaching backboards to paintings
- creating hanging systems for paintings
- mounting and framing

Activities must be undertaken in accordance with advice from a specialist conservator to avoid potential damage to cultural material.

Organisational plans and policies vary in structure and

- preservation plans
- conservation plans

RANGE STATEMENT

name but may include:

- collection management policies
- disaster preparedness policies

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- flora and fauna
- film/audiovisual material
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Health, safety and environmental requirements may relate to:

- use of chemicals or other toxic substances
- storage of chemicals
- provision and use of safety equipment
- safe manual handling
- safe use of tools and equipment
- reporting of occupational health and safety issues, including events and near misses
- impact on other parts of the collection
- toxic and hazardous materials in a collection
- condition/stability of item (dirt, mould, dust and pesticides)

Cultural protocols may relate to:

- who can handle the cultural material
- where an item may be handled
- when an item may be handled
- consultation on potential treatments
- storage requirements
- appearance of the item
- relationship between item and other material in the collection
- methods and approaches to display

Unit Sector(s)

Not applicable.

Competency field

Competency field Preventive Conservation

CUVACD101A Use basic drawing techniques

Modification History

Version	Comments
CUVACD101A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create a basic visual representation of objects or ideas. It does not relate to drawing as an art form.

Application of the Unit

This unit is introductory in nature and applies to any context where a basic sketch or drawing of objects, ideas or layouts is required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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</i>

	<i>skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
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Elements and Performance Criteria

1. Prepare for drawing	1.1 Clarify purpose of drawings with <i>appropriate people</i> 1.2 Identify tools and materials required for basic drawing <i>techniques</i> 1.3 Select appropriate <i>tools and materials</i> for basic drawing techniques
2. Produce basic drawings	2.1 Apply a limited range of techniques to represent <i>objects or ideas</i> 2.2 Handle tools and materials safely 2.3 Seek feedback on drawings from relevant people and refine drawings as required

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - clarify purpose of drawings
 - seek feedback to refine drawings
- learning skills to respond to feedback from others to improve own drawing skills
- literacy skills to read basic safety information
- numeracy skills to deal with basic scaling and layout issues

Required knowledge

- materials and tools commonly used for drawing
- different types of drawing
- ways of minimising waste in drawing projects
- OHS issues associated with tools and materials used in drawing work

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • produce more than one drawing that represents an object or idea • apply a range of basic drawing techniques.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • materials and tools used in drawing work.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of work in progress • review of drawings produced by the candidate • oral or written questioning to assess knowledge of drawing techniques and materials • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Appropriate people</i> may include:	<ul style="list-style-type: none"> • colleagues • mentors • supervisors • teachers.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • application of pigment • linear marks of differing character • linear marks to produce illusion of form in space • simple linear perspective • tonal ranges to produce illusion of form in space.
<i>Tools and materials</i> may include:	<ul style="list-style-type: none"> • board • charcoal • coloured pencils • drafting equipment • graphite pencils • measuring tools • natural ochres • pastels and chalks • pigments • rags • range of papers • sticks • wood or bark.
<i>Objects or ideas</i> may include:	<ul style="list-style-type: none"> • artwork of any type, 2-D or 3-D • costume or wearable object • design solution • movement sequences • props • room layout • sets • stage setup • story or narrative • technical solution.

Unit Sector(s)

Visual communication – art, craft and design

CUVACD201A Develop drawing skills to communicate ideas

Modification History

Version	Comments
CUVACD201A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop simple drawing techniques for representing and communicating ideas. It does not relate to drawing as an art form. In a work or learning context this unit may relate to visually communicating ideas about objects, as well as the use of space, narratives or the steps in a process.

Application of the Unit

People working in many industries apply the skills and knowledge in this unit.

At this level, a limited range of techniques would be expected, and work would normally be completed under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>
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Elements and Performance Criteria

1. Prepare to use a range of drawing techniques	1.1 Clarify purpose of drawings with <i>appropriate people</i> 1.2 Identify suitable techniques to represent <i>ideas</i> 1.3 Select <i>tools</i> and <i>materials</i> required for selected techniques 1.4 Take <i>presentation context</i> into account when selecting techniques, tools and materials
2. Produce simple drawings	2.1 Explore ways of representing ideas through application of different techniques 2.2 Seek feedback from others on different drawing techniques 2.3 Select techniques best suited to represent ideas 2.4 Draw ideas using selected techniques 2.5 Respond positively to feedback from others on own work and take action to improve own skills as required

Required Skills and Knowledge

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

Required skills

- communication skills to confirm and discuss purpose of drawings
- learning skills to:
 - improve techniques for producing drawings through practice
 - respond appropriately to feedback on own work
- literacy skills to read product labels and instructions
- numeracy skills to deal with basic scaling and layout issues

- planning and organising skills to organise resources for simple drawing projects.

Required knowledge

- physical properties and capabilities of tools and materials commonly used for drawing
- different approaches to drawing and how other practitioners use drawing to represent ideas
- elements and principles of design
- intellectual property issues and legislation in relation to drawing
- ways of minimising waste in drawing projects
- OHS issues associated with tools and materials used for drawing.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • produce multiple drawings that: <ul style="list-style-type: none"> • demonstrate a basic command of nominated techniques • communicate ideas • are appropriate for the presentation context.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • equipment and materials used to produce drawings.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of work in progress • evaluation of drawings • oral or written questioning to assess knowledge of drawing techniques and materials • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English,</p>

	remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

<i>Appropriate people</i> may include:	<ul style="list-style-type: none"> • colleagues • mentors • supervisors • teachers.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • digital drawing techniques • integration of text and drawing • linear marks of differing intensity and character • linear marks to produce illusion of form in space • linear perspective • scaling techniques • tonal range to produce illusion of form in space • use of positive and negative space.
<i>Ideas</i> may relate to:	<ul style="list-style-type: none"> • crafted objects • design concepts • digital work • installations • movement sequences • narrative • paintings and prints • performance • sculptures • story • technical solutions for a design or work.
<i>Tools</i> may include:	<ul style="list-style-type: none"> • blades • brushes • digital technology

	<ul style="list-style-type: none">• drawing and design applications• measuring tools• printer• rags• scanner• sponges• sticks.
Materials may include:	<ul style="list-style-type: none">• boards• charcoal• coloured pencils• crayons• graphite pencils• inks• natural ochres• pastels and chalks• pigments• range of papers• solvents• watercolour• wood or bark.
Presentation context may include:	<ul style="list-style-type: none">• design proposal• proposal for product or work development• proposal in response to a brief• visualisation of an idea.

Unit Sector(s)

Visual communication – art, craft and design

CUVACD301A Produce drawings to communicate ideas

Modification History

Version	Comments
CUVACD301A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce drawings that represent and communicate ideas. It does not relate to drawing as an art form.

Application of the Unit

People working in many industries apply the skills and knowledge in this unit.

Ideas for communication are diverse and may include design concepts for objects, processes or spaces, or movement sequences for performances or screen productions. Drawings may be for personal use or for presentation in exhibitions, tender bid proposals or publications.

Drawing may be electronic or hand drawn.

At this level, the individual would take some responsibility for experimentation with a range of drawing techniques and be expected to show some command of those techniques.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Plan drawing work	<p>1.1 Explore <i>drawing requirements</i> with reference to relevant <i>reference material</i> and <i>appropriate people</i> when required</p> <p>1.2 Identify <i>factors</i> that may impact on how drawing work is undertaken</p> <p>1.3 Gather information about drawing <i>techniques, materials</i> and <i>equipment</i> from a range of <i>sources</i> and determine how they may be used to communicate <i>ideas</i></p> <p>1.4 Evaluate information for its application to specific drawing briefs</p>
2. Experiment to represent ideas	<p>2.1 Assess the capabilities of techniques, materials and equipment through exploration</p> <p>2.2 Select approaches that best suit the purpose of drawings and their <i>presentation context</i></p> <p>2.3 Follow safety procedures for particular techniques, materials and equipment</p>
3. Create drawings	<p>3.1 Organise materials, tools and equipment for selected techniques</p> <p>3.2 Produce preliminary drawings and discuss their effectiveness with relevant people</p> <p>3.3 Finalise drawings, incorporating feedback on work in progress as required</p> <p>3.4 <i>Prepare</i> drawings for the presentation context</p>

Required Skills and Knowledge

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

Required skills

- communication skills to impart information through drawing
- learning skills to improve own drawing technique through feedback and experimentation
- literacy skills to interpret varied information about drawing as a visual representation tool
- numeracy skills to:
 - determine layout issues
 - calculate measurements
- planning and organising skills to:
 - organise resources
 - prepare drawings for presentation
- problem-solving skills to select drawing techniques that best meet project needs
- technical skills to use a range of drawing techniques.

Required knowledge

- physical properties and capabilities of the range of materials, tools and equipment used in drawing
- different approaches to drawing and how other practitioners use drawing to represent ideas
- cleaning and maintenance techniques for tools used in drawing
- elements and principles of design and their specific application to drawing
- intellectual property issues and legislation in relation to drawing
- ways to minimise waste in drawing projects
- OHS issues associated with tools and materials used for drawing.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none">• produce a series of drawings that:<ul style="list-style-type: none">• show a command of selected techniques• successfully communicate the required ideas.

Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • equipment and materials required to produce drawings.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of the development of drawings • evaluation of drawings in terms of their effectiveness in communicating ideas • questioning and discussion about candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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.

<i>Drawing requirements</i> may include:	<ul style="list-style-type: none"> • diagrams • illustrations • sketches.
<i>Reference material</i> may include briefs or specifications with information, such as:	<ul style="list-style-type: none"> • audience • background information about clients • budget • clients' needs <ul style="list-style-type: none"> • considerations, such as: • contractual

	<ul style="list-style-type: none"> • copyright • ethical • legal • creative objectives • materials • personnel involved in the project • purpose • technology • timeframe.
<i>Appropriate people</i> may include:	<ul style="list-style-type: none"> • clients • colleagues • industry practitioners • managers • mentors • supervisors • teachers.
<i>Factors</i> may include:	<ul style="list-style-type: none"> • aesthetic considerations • availability of personnel • availability of resources • available budget • complexity of project • expectations of target users of drawings • own level of skill • presentation context • technical requirements • timelines.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • digital drawing techniques • integration of text and drawing • linear marks of differing intensity and character • linear marks to produce illusion of form in space • linear perspective • positive and negative space • scaling techniques • tonal range to produce illusion of form in space • washes.
<i>Materials</i> may include:	<ul style="list-style-type: none"> • boards • charcoal • coloured pencils • crayons • graphite pencils • inks

	<ul style="list-style-type: none"> • natural ochres • pastels and chalks • pigments • range of papers • solvents • watercolour • wood or bark.
Equipment may include:	<ul style="list-style-type: none"> • blades • computer • digital camera • drawing and design applications • printer • rags • range of brushes, including air brushes • scanner • sponges • sticks.
Sources may include:	<ul style="list-style-type: none"> • catalogues • colour charts and boards • nature • stories or narratives • technical texts • work of other artists and designers.
Ideas may relate to:	<ul style="list-style-type: none"> • crafted objects • design concepts • digital work • installations • movement sequences • narrative • paintings or prints • performance • sculptures • story • technical solutions for a work or design.
Presentation contexts may include:	<ul style="list-style-type: none"> • exhibition proposals • grant applications • projections • proposals for product development • proposals in response to a brief • publications • visualisation of an object, product or idea.

<i>Preparing</i> drawings for presentation may include:	<ul style="list-style-type: none">• adding captions or text to drawings• cleaning drawings• mounting drawings• preparing drawings for printing or reproducing• scanning drawings and preparing them for electronic storage or transmission.
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Unit Sector(s)

Visual communication – art, craft and design

CUVACD302A Produce computer-aided drawings

Modification History

Version	Comments
CUVACD302A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of computer-aided design and drafting (CADD) program functions to produce drawings.

The focus of this unit is on the technical skills required to operate CADD, not on design skills which are covered in other units in CUV11 Visual Arts, Craft and Design Training Package.

Application of the Unit

People working in many industries apply the skills and knowledge outlined in this unit.

In the cultural industries, computer-aided drawing skills are required in many design disciplines, and in contexts such as stage and set design. In the visual arts, computer-aided drawings could be used to develop concepts for artworks or for mounting installations and exhibitions.

At this level, work is undertaken independently but within established parameters. Supervision or guidance is available as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Prepare for computer-aided drawing work	1.1 Clarify drawing requirements with reference to concept or project <i>information</i> 1.2 Identify hardware, software, tools and equipment required for <i>computer-aided design</i> and drafting projects 1.3 Set up hardware and software according to operating instructions and organisational procedures 1.4 Identify and retrieve digitised information relevant to projects
2. Gather object parameters and/or measurements	2.1 Establish and record critical dimensions and data for required designs 2.2 Identify requirements in relation to accuracy, tolerances and other critical information
3. Prepare plots or drawings	3.1 Access and use <i>CADD functions and features</i> according to operating instructions 3.2 Access and use <i>peripheral equipment</i> required for projects 3.3 Prepare and review preliminary drawings in consultation with relevant colleagues as required
4. Finalise drawings	4.1 Check designs against project objectives and specifications according to organisational procedures 4.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues as required 4.3 Store data files according to operating instructions and organisational procedures 4.4 Submit final drawings within agreed time parameters

Required Skills and Knowledge

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

Required skills

- learning skills to improve own skills through feedback and review
- literacy skills to interpret and use digital information, including instructions required for the production of computer-aided drawings
- numeracy skills to interpret and correctly apply calculations and measurements required for the production of computer-aided drawings
- planning and organising skills to plan work tasks in a logical sequence
- problem-solving skills to identify and respond to the need for adjustments in drawings
- self-management skills to complete work within agreed timeframes
- technology skills to use a range of features of CADD software.

Required knowledge

- ways in which CADD is used within specific industry contexts
- basic principles of CADD
- typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing
- intellectual property issues and legislation associated with the use of CADD
- OHS issues associated with the use of computers.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none">• use the standard features and functions of a CADD program to produce drawings for a specific workplace purpose• apply knowledge of CADD capabilities and uses in a specific industry context.
Context of and specific resources for assessment	Assessment must ensure access to: <ul style="list-style-type: none">• CADD equipment and software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

	<p>appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of drawings produced by the candidate • oral or written questioning to assess knowledge of CADD features and functions • direct observation of the candidate undertaking CADD work • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Information may relate to:	<ul style="list-style-type: none"> • creative objectives • measurements/dimensions of objects or space • scope for making adjustments • statutory requirements • technical objectives • timelines.
Computer-aided design may be required for a wide range of work situations which may include:	<ul style="list-style-type: none"> • costume or fashion design • layouts: <ul style="list-style-type: none"> • rooms • sites • stage • lighting plots • object or product design • set design • visual arts projects:

	<ul style="list-style-type: none">• artworks in any form• community installations• public art.
<i>CADD functions and features</i> must include:	<ul style="list-style-type: none">• drawing tools to support methods for drawing:<ul style="list-style-type: none">• lines• arcs• polylines• texts• dimensions• edit functions• plotting and printing• view displays• working with layers.
<i>CADD functions and features</i> may include:	<ul style="list-style-type: none">• three-dimensional (3-D) techniques:<ul style="list-style-type: none">• displaying 3-D views• entering coordinates• how CADD works in an integrated environment• isometrics and perspectives• macros• use of attributes to make project reports.
<i>Peripheral equipment</i> may include:	<ul style="list-style-type: none">• plotters• printers• scanners.

Unit Sector(s)

Visual communication – art, craft and design

CUVACD303A Produce technical drawings

Modification History

Version	Comments
CUVACD303A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a range of techniques to produce technical drawings that meet required standards and conventions.

Application of the Unit

People working in many industries apply the skills and knowledge outlined in this unit.

In the cultural industries, technical drawing skills to produce visual representations of objects, processes or spaces are required in sectors such as stage and set design for live theatre and events, as well as film and television productions. In the visual arts, technical drawings could be required in preparation for exhibitions, or as part of the process for designing artworks.

At this level, work is undertaken independently but within established parameters. Supervision or guidance is available as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Prepare for technical drawing work	1.1 Clarify <i>technical drawing requirements</i> with reference to relevant <i>documentation</i> and in consultation with <i>appropriate people</i> 1.2 Identify <i>factors</i> that may impact on technical drawing work 1.3 Review the <i>purpose</i> of drawings and select appropriate <i>techniques</i> 1.4 Prepare <i>equipment</i> and <i>materials</i> according to relevant <i>workplace procedures</i> and safety requirements
2. Create technical drawings	2.1 Apply appropriate conventions and standards to technical drawings 2.2 Prepare and review preliminary drawings in consultation with relevant people and confirm required amendments 2.3 Produce technical drawings that are consistent with concept and purpose of drawings 2.4 Finalise and submit technical drawings within agreed timeframes

Required Skills and Knowledge

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

Required skills

- learning skills to improve own skills in technical drawing
- literacy skills to interpret material required to produce technical drawings
- numeracy skills to interpret and apply calculations and measurements in technical drawing
- planning and organising skills to plan work tasks in a logical sequence
- problem-solving skills to select technical drawing techniques that best suit the purpose and make adjustments as required

- self-management skills to complete work within agreed timeframes.

Required knowledge

- physical properties and capabilities of the range of materials, tools and equipment used for technical drawing work
- technical drawing techniques and their application to a range of contexts and subject matter
- technical drawing practices, history and theory, including current standards and conventions
- intellectual property issues and legislation associated with technical drawing work
- OHS procedures for technical drawing work.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • produce a number of technical drawings which: <ul style="list-style-type: none"> • show a command of selected techniques • adhere to technical drawing standards and conventions • apply knowledge of technical drawing practice, history and theory.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • equipment and materials required to produce technical drawings.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of technical drawing in progress • evaluation of technical drawings produced by the candidate • questioning and discussion to determine candidate's understanding of technical drawing techniques • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy</p>

	difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Technical drawing requirements may include:	<ul style="list-style-type: none"> • circuits • diagrams • elevations • flow charts • illustrations • plans • sections • sketches.
Documentation may include briefs or specifications with information, such as:	<ul style="list-style-type: none"> • background information about clients • budget • clients' needs • considerations, such as: <ul style="list-style-type: none"> • contractual • copyright • ethical • legal • creative objectives • diagrams indicating, for example: <ul style="list-style-type: none"> • colours • measurements • scale • style • materials • personnel involved in the project • purpose

	<ul style="list-style-type: none"> • relevant statutory requirements, e.g. health and safety considerations • sponsorship • technical objectives • technology • timeframe.
<i>Appropriate people</i> may include:	<ul style="list-style-type: none"> • clients • colleagues • industry practitioners • managers • mentors • supervisors.
<i>Factors</i> may include:	<ul style="list-style-type: none"> • aesthetic considerations • availability of personnel • availability of resources • available budget • complexity of project • expectations of target users of technical drawings • own level of skill • presentation context • timelines.
<i>Purpose of technical drawings</i> may be to represent:	<ul style="list-style-type: none"> • architectural structures • electronics • furniture • landscape scheme • lighting and sound set-ups • mechanics • objects and products • theatre and film props and sets.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • computer-aided drawing • drafting using drafting instruments • drawing orthogonal projection • drawing to represent: <ul style="list-style-type: none"> • scale • perspective • dimension • volume • freehand drawing • geometric drawing • lettering • rendering.

<i>Equipment</i> may include:	<ul style="list-style-type: none">• computer• cutting knives• drafting instruments• drafting table• light box• photocopier• plotter• printer• rulers• scanner• scissors• software applications• templates.
<i>Materials</i> may include:	<ul style="list-style-type: none">• acetate sheets• chalks• drafting film• erasers• inks and wet mediums• markers• paper• pencils• pens• tape.
<i>Workplace procedures</i> may relate to:	<ul style="list-style-type: none">• cost control• process-specific procedures• recycling• reporting• safety• use of materials.

Unit Sector(s)

Visual communication – art, craft and design

CUVCAL301A Produce calligraphy

Modification History

Version	Comments
CUVCAL301A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce calligraphy through the exploration and application of a range of techniques, tools, equipment and materials.

Application of the Unit

People still developing their calligraphy expertise apply the skills and knowledge in this unit. They produce finished calligraphy extending and combining a range of techniques to support the ideas of the work.

At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the</i>

of a unit of competency.	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

1. Plan calligraphy work through exploration	<p>1.1 Explore calligraphy <i>ideas</i> and <i>techniques</i>, in consultation with <i>key people</i> as required</p> <p>1.2 Review historical and contemporary calligraphy practice as potential sources of ideas</p> <p>1.3 Clarify ideas for calligraphy based on exploration</p> <p>1.4 <i>Assess</i> the capabilities of calligraphy techniques through practice and adaptation</p> <p>1.5 Select techniques that best support the ideas for the work</p>
2. Prepare, maintain and store calligraphy resources	<p>2.1 Select and organise calligraphy <i>tools</i>, equipment and <i>materials</i> suited to the chosen work</p> <p>2.2 Prepare and maintain resources based on the <i>needs of the work</i></p> <p>2.3 Take responsibility for the safe and sustainable use of resources</p> <p>2.4 Store resources according to the needs of different items</p>
3. Create finished calligraphic work	<p>3.1 Safely use and adapt calligraphy techniques to create desired effects</p> <p>3.2 Review work in progress and make adjustments as required to produce final work</p> <p>3.3 Add value to the current work process and future work by documenting the work progress</p> <p>3.4 Liaise with others to obtain feedback on work in terms of its technical proficiency and success in communicating ideas</p>

Required Skills and Knowledge

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

Required skills

- communication skills to discuss ideas for calligraphy with others
- learning skills to:
 - improve calligraphy techniques through practice and some experimentation
 - respond constructively to feedback
- literacy skills to read product safety labels and instructions on use
- numeracy skills to calculate quantities of materials
- planning and organising skills to organise resources required to produce calligraphy
- self-management skills to take responsibility for the process of creating work.

Required knowledge

- physical properties and capabilities of the range of materials and tools used in calligraphic work
- ways of exploring, adapting and combining techniques and materials to achieve different effects in calligraphic work
- historical and theoretical contexts for calligraphic work
- work space requirements for calligraphic work
- cleaning and maintenance techniques for tools used in calligraphic work
- elements and principles of design and their particular application to calligraphy work
- intellectual property issues associated with calligraphic work
- sustainability issues associated with the tools and materials used in calligraphic work
- organisational and legislative OHS procedures in relation to calligraphic work.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none">• produce multiple pieces of calligraphic work that show some technical proficiency in chosen techniques• work with ideas and techniques and bring them together in finished work• adapt and extend the capabilities of calligraphic techniques and resources.

Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • equipment and tools used to produce calligraphic work.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of technical execution of work pieces produced by the candidate • direct observation of calligraphy in progress • questioning and discussion of the candidate's intentions and work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUVPRP301A Produce creative work.

Range Statement

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.

Ideas may be influenced by:	<ul style="list-style-type: none"> • current capability with techniques • historical and theoretical context • subject matter or theme for the work, such as: <ul style="list-style-type: none"> • built environment • land and place • natural world
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	<ul style="list-style-type: none"> • political, cultural and social issues • the body • spiritual concerns.
Techniques may include:	<ul style="list-style-type: none"> • application of decoration to pen and drawn letterform • application of pen skills for a purpose, such as to loosen up movements of the pen to make linear marks of differing intensity and character (e.g. thick sharp, thin curvilinear) • penning a range of letterforms, such as: <ul style="list-style-type: none"> • Carolingian • Copperplate • Foundational • Gothic • Italic • Roman • Uncial • variation of weight and size of letterform.
Key people may include:	<ul style="list-style-type: none"> • mentors • other artists • peers • supervisors • teachers.
Strategies used to assess the capabilities of techniques may involve:	<ul style="list-style-type: none"> • producing test pieces or samples • systematically testing a range of processes.
Tools may include:	<ul style="list-style-type: none"> • brushes, including: <ul style="list-style-type: none"> • air brushes • Asian brushes • disposable calligraphy pens • paint brushes • handmade pen from materials, such as: <ul style="list-style-type: none"> • bamboo • feather • reed • steel nibs in pen holders • tools adapted for specific purposes.
Materials may include:	<ul style="list-style-type: none"> • fabric, such as: <ul style="list-style-type: none"> • cotton • linen • silk

	<ul style="list-style-type: none">• gesso and impasto• glass• gold leaf• gouache• inks• papers of differing weights and textures• perspex• vellum• watercolour• wood.
<i>Needs of the work</i> may relate to:	<ul style="list-style-type: none">• availability of different resources• budget and cost control• creative goals• preparation time• process-specific procedures and requirements• recycling• reporting• safety• sustainable use of materials.

Unit Sector(s)

Visual communication – calligraphy

CUVCAL401A Experiment with techniques to produce calligraphy

Modification History

Version	Comments
CUVCAL401A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to proactively experiment and innovate with various calligraphy techniques and ideas to develop an individual style or voice.

Application of the Unit

People with a command of calligraphy techniques apply the skills and knowledge in this unit. They often produce work at a pre-professional level for sale in a range of outlets, such as markets and fairs.

At this level, work is undertaken independently with supervision and guidance as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>
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Elements and Performance Criteria

1. Develop proficiency with a range of calligraphy techniques and media	<p>1.1 Evaluate the potential for new approaches to calligraphy based on capabilities of <i>techniques</i> already used</p> <p>1.2 Adapt or introduce new <i>tools, equipment and materials</i> to achieve different effects</p> <p>1.3 <i>Extend</i> the capabilities of calligraphy techniques through experimentation</p> <p>1.4 Take account of the <i>safety and sustainability considerations</i> for different techniques and media</p>
2. Develop ideas for calligraphy	<p>2.1 Discuss creative and other goals of proposed calligraphic work with others</p> <p>2.2 <i>Research</i>, adapt and use relevant ideas and approaches from other practitioners with consideration of <i>intellectual property requirements</i></p> <p>2.3 Apply knowledge of different calligraphy techniques to inform <i>ideas</i></p> <p>2.4 Allow techniques and ideas to work together to inform each other</p> <p>2.5 Consider the <i>professional potential</i> and other <i>criteria</i> of work when developing ideas</p> <p>2.6 <i>Refine</i> and confirm ideas based on experimentation, research and collaboration with others</p>
3. Organise calligraphy resources	<p>3.1 Assess specific resource requirements for the chosen work</p> <p>3.2 Research and access potential <i>sources of supply</i> for calligraphy resources</p> <p>3.3 Evaluate <i>cost and other constraints</i> that impact on the development of work</p> <p>3.4 Evaluate and respond to <i>presentation considerations</i> for</p>

	<p>finished calligraphic work</p> <p>3.5 Set up or coordinate resource requirements according to safety and/or other workplace requirements</p>
4. Realise finished calligraphic work	<p>4.1 Create calligraphic work, using techniques and media selected from research and experimentation</p> <p>4.2 Review and refine ideas and approaches based on ongoing experiences with the production of work</p> <p>4.3 Use safe and sustainable work practices throughout the production of calligraphic work</p> <p>4.4 Document and record the development of the work and the research and ideas that inform it</p>
5. Evaluate own calligraphic work	<p>5.1 Reflect on own work in terms of conceptual development and technical execution</p> <p>5.2 Identify areas for future improvement especially in terms of own skill development</p> <p>5.3 Discuss completed work with others and respond positively to feedback</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss creative work from a technical and conceptual perspective
 - create a record of the calligraphic work
- initiative and enterprise skills to:
 - experiment with calligraphy techniques to enhance final calligraphic work
 - apply critical thinking and analytical skills when developing ideas for calligraphic work
- learning skills to:
 - refine and improve a range of techniques
 - evaluate quality of own work and identify ways to enhance own practice
- literacy skills to undertake research about the work of other calligraphy artists and arts practitioners
- numeracy skills to:
 - evaluate resource costs

- calculate material requirements
- planning and organising skills to plan work tasks and resources so that all deadlines are met
- problem-solving skills to identify and resolve technical and conceptual issues in calligraphy work
- technology skills to use the internet as a research tool.

Required knowledge

- role of experimentation in developing and refining ideas for calligraphy and how this relates to the development of an individual style or voice
- ways to adapt, extend and combine the capabilities of a wide range of calligraphy materials and techniques
- physical properties and capabilities of an extended range of materials and tools used in calligraphy
- characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how they may be used, adapted and challenged
- research methodologies used by artists
- historical and theoretical contexts for calligraphy and how they may be used to inform individual practice
- sources of raw, part-processed and processed calligraphy materials
- sources of other resources needed in a professional calligraphy practice
- intellectual property issues and legislation to be considered by independent arts practitioners
- sustainability considerations for the professional operation of a calligraphy practice
- OHS requirements for the set-up and operation of a calligraphy work space.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none">• develop ideas and techniques through a process of research and experimentation• produce multiple finished calligraphic works or a single major work that demonstrate a command of techniques

	<ul style="list-style-type: none"> • apply knowledge of calligraphy techniques, equipment and materials and the ways they may be adapted and combined.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • equipment and tools used to produce calligraphic work.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of technical execution of work pieces produced by the candidate • direct observation of calligraphy in progress, including exploration of, and experimentation with, techniques • questioning and discussion about candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUVPRP401A Realise a creative project.

Range Statement

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.

Techniques may include:	<ul style="list-style-type: none"> • application of decoration to pen and drawn letterform • application of pen skills for a purpose, such as to loosen up movements of the pen to make linear marks of differing
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	<p>intensity and character (e.g. thick sharp, thin curvilinear)</p> <ul style="list-style-type: none"> • penning a range of letterforms: <ul style="list-style-type: none"> • Carolingian • Copperplate • Foundational • Gothic • Italic • Roman • Uncial • variation in weight and size of letterform.
<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • brushes, including: <ul style="list-style-type: none"> • air brushes • Asian brushes • disposable calligraphy pens • paint brushes • handmade pen from materials, such as: <ul style="list-style-type: none"> • bamboo • feather • reed • steel nibs in pen holders • tools adapted for specific purposes.
<i>Materials</i> may include:	<ul style="list-style-type: none"> • fabric: <ul style="list-style-type: none"> • cotton • linen • silk • gesso and impasto • glass • gold leaf • gouache • inks • papers of differing weights and textures • perspex • vellum • watercolour • wood.
Strategies used to <i>extend</i> capabilities involve:	<ul style="list-style-type: none"> • developing expertise in a broad range of techniques: <ul style="list-style-type: none"> • lettering fully integrated with decorated elements, e.g. a letter of the alphabet intertwined with illustrated plant • letters formed with illusion of depth

	<ul style="list-style-type: none"> • letters formed with linear perspective (vanishing points) • overlay of text in translucent materials • exploring the full potential of the art form • innovation • text over collaged imagery in a range of styles.
<i>Safety and sustainability considerations</i> may include:	<ul style="list-style-type: none"> • federal, state and territory legislation, regulations and standards • personal protection • recycling • safe disposal of waste.
<i>Research</i> may involve:	<ul style="list-style-type: none"> • approaching individuals with relevant expertise • attending lectures and talks • conducting material and technical experiments and tests • searching the internet • seeking out information in a range of print and electronic media • visiting exhibitions and museums.
<i>Intellectual property requirements</i> may relate to:	<ul style="list-style-type: none"> • extent to which the work may be used • form of acknowledgement or credit • procedures for seeking permission to use the work of others, including systems for the administration of copyright • protocols for the adaptation of work by others.
<i>Ideas</i> may be influenced by:	<ul style="list-style-type: none"> • artistic aspirations • current capability with techniques • historical and theoretical contexts • subject matter or theme for the work, such as: <ul style="list-style-type: none"> • built environment • land and place • natural world • political, cultural and social issues • the body • spiritual concerns.
<i>Professional potential</i> may relate to:	<ul style="list-style-type: none"> • cost of production • existence of an established market • how to promote or sell the work • market trends • professional development.
<i>Criteria</i> may relate to:	<ul style="list-style-type: none"> • client and user expectations • environment in which final product will be used or viewed

	<ul style="list-style-type: none"> • legibility • materials • quality of final product • quantity • techniques • timelines • tools.
Process followed to refine ideas may include:	<ul style="list-style-type: none"> • adjustment to subject matter or theme • adjustment to take account of elements and principles of design • adjustment to use extended capabilities of techniques.
Sources of supply may include:	<ul style="list-style-type: none"> • commercial outlets • found objects and materials • manufacturing or factory waste • nature.
Cost and other constraints may relate to:	<ul style="list-style-type: none"> • availability of materials and tools • budgeting • sponsorship • timeframe.
Presentation considerations may include:	<ul style="list-style-type: none"> • availability of space • cost • practical considerations • presentation context • need for external assistance: <ul style="list-style-type: none"> • bookbinding • framing • printing • timeframe.

Unit Sector(s)

Visual communication – calligraphy

CUVDES405A Research and apply techniques in spatial design

Modification History

Version	Comments
CUVDES405A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and apply techniques for application to spatial design. It involves interpreting work briefs, organising resources, testing ideas, and refining approaches to a range of design challenges. The unit covers the design process to the point of producing models or maquettes for spatial designs.

Application of the Unit

Individuals who generate ideas and solutions for the layout of spaces apply the skills and knowledge in this unit. Spatial design solutions are required for exhibitions, fit-outs for exterior spaces or environments, fit-outs for building foyers and offices, special events and theatre sets.

Skills associated with producing final designs can be found in units related to specific disciplines, such as set and exhibition design which are contained in Training Packages, such as CUE03 Entertainment and CUL04 Museum and Library/Information Services.

At this level, research, experimentation and ongoing refinement are used to produce a range of design work where individuals are beginning the process of finding their individual style. Work is undertaken independently with supervision and guidance as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Interpret spatial design briefs	1.1 Interpret the <i>specifications</i> of design <i>briefs</i> 1.2 Take user or client requirements into account when making decisions about <i>spatial design work</i> 1.3 Clarify issues about specifications, <i>parameters and constraints</i> with relevant people as required 1.4 Source and evaluate information pertinent to briefs
2. Organise resources for spatial design	2.1 Identify resources required to develop spatial design models, including <i>work space, tools and equipment</i> 2.2 Prepare and care for resources according to requirements 2.3 Follow storage and inventory procedures
3. Test spatial design approaches	3.1 Produce <i>preliminary visual representations</i> 3.2 <i>Identify possible approaches</i> and establish <i>criteria</i> for selecting final approach 3.3 Select appropriate <i>materials</i> , tools and equipment and <i>test</i> approaches and <i>techniques</i> 3.4 Evaluate testing processes against criteria and select the approach that best meets the requirements of briefs 3.5 Critique own work and seek feedback as required 3.6 <i>Refine</i> and <i>document the approach</i> to spatial design work

	based on testing and evaluation
4. Fabricate spatial design models or maquettes	<p>4.1 Evaluate the need for fabrication and the scope of work required</p> <p>4.2 Select and organise materials, tools and equipment for fabrication according to design approach</p> <p>4.3 Safely make models or maquettes ensuring consistency with design concepts and briefs</p> <p>4.4 Respond positively to feedback and refine work as required</p> <p>4.5 Present models or maquettes within agreed timeframes</p>

Required Skills and Knowledge

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

Required skills

- communication skills to engage with others about approaches to spatial design
- initiative and enterprise skills to experiment with techniques to produce effects that enhance the design of spaces
- learning skills to refine and improve a range of spatial design techniques
- literacy skills to interpret design briefs and research information about spatial design
- numeracy skills to calculate proportions, measurements and costs
- self-management and planning skills to plan work tasks
- technical skills to evaluate, adapt and integrate a range of techniques into the design and fabrication of models and maquettes.

Required knowledge

- role of experimentation in designing spaces
- formal elements and principles of design and their application to spatial design
- techniques, materials, tools and equipment and their application to different areas of spatial design
- common formats and features of spatial design briefs
- work and ideas of other designers specialising in spatial design
- history and theory of design in relation to spatial design
- intellectual property issues and legislation and their relevance to spatial design
- sustainability considerations for spatial design
- OHS requirements relevant to the design of spaces.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> test and use a range of approaches and techniques for the design of spaces in response to a brief produce a model or maquette for at least one spatial design apply knowledge of the processes and techniques used for spatial design in different contexts.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> briefs on which to base the design of spaces equipment and tools used to produce models or maquettes of spatial designs.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct observation of design or model making work in progress, including exploration of, and experimentation with, techniques evaluation of visual documentation of spatial designs evaluation of plans and models produced by the candidate questioning and discussion about the candidate's intentions and the work outcome review of portfolios of evidence review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBDES401A Generate design solutions BSBDES402A Interpret and respond to a design brief.

Range Statement

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.

<i>Specifications</i> may refer to:	<ul style="list-style-type: none"> • client needs • dimensions • purpose • style.
<i>Briefs</i> are usually prepared by a commissioning body or organisation and may be:	<ul style="list-style-type: none"> • diagrammatic • verbal • visual • written.
<i>Spatial design work</i> may include:	<ul style="list-style-type: none"> • exhibition design • fit-outs for exterior spaces or environments • foyer design • installation for specific event • office fit-outs • set design.
<i>Parameters and constraints</i> may refer to:	<ul style="list-style-type: none"> • considerations, such as: <ul style="list-style-type: none"> • client's organisational background • contractual • copyright • ethical • health and safety • legal • subject matter • cost • material characteristics • technology • timeframe.
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • clients • colleagues • industry practitioners • managers • mentors • supervisors.

Work space needs may include:	<ul style="list-style-type: none"> • drafting table • electronic equipment • lighting and power requirements • process-specific space needs.
Tools and equipment may include:	<ul style="list-style-type: none"> • brushes • camera • computer • hand tools • ladders • lighting equipment • power tools • printer • relevant software • scanner.
Preliminary visual representations may include:	<ul style="list-style-type: none"> • computer-aided design and drafting (CADD) • colour boards • photography and digital imaging • plan drawing • sample boards • sketching.
Identifying possible approaches includes:	<ul style="list-style-type: none"> • identifying possible design solutions • identifying possible realisation options, such as by: <ul style="list-style-type: none"> • fabricating an aspect of the design • means of a model or maquette.
Approaches may encompass:	<ul style="list-style-type: none"> • aesthetic considerations • choice of fabrication options • design solutions • parameters of the brief.
Criteria may include:	<ul style="list-style-type: none"> • access to materials, tools and equipment required to realise designs • consistency with spatial design briefs • ease of manufacture • personal affinity with medium and materials.
Materials may include:	<ul style="list-style-type: none"> • cardboards • clays • fibres • glass • manufactured materials: <ul style="list-style-type: none"> • tiles • panels • carpeting

	<ul style="list-style-type: none"> • textiles • metals • modelling pastes • natural elements: <ul style="list-style-type: none"> • water • light • wind • plants • glazes • paints • paper • plastics • stains • wood and/or wood products.
Strategies to <i>test</i> techniques may involve:	<ul style="list-style-type: none"> • exploring techniques by making practice pieces, test pieces, mock-ups or samples • testing materials by applying stress and colour tests.
<i>Techniques</i> would depend on design solutions and realisation options and may include:	<ul style="list-style-type: none"> • carpentry • digital work • glasswork • lighting • modelling • painting and decoration • photography • projection • surface decoration • textile work.
Process followed to <i>refine</i> the design approach may involve:	<ul style="list-style-type: none"> • adjustment to design solution • adjustment to take account of elements and principles of design • adjustment to use the extended capabilities of techniques.
Process used to <i>document the approach</i> may involve:	<ul style="list-style-type: none"> • elevations • final drawings • illustrations • models • photographs • plans • specifications for fabrication.

Unit Sector(s)

Design – design process

CUVDRA201A Develop drawing skills

Modification History

Version	Comments
CUVDRA201A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use basic drawing techniques to produce creative work. This unit relates to drawing as an art form and therefore differs from units that focus on drawing as a visual representation tool.

Application of the Unit

People with little or no drawing experience apply the skills and knowledge outlined in this unit. Typically they are embarking on a career in visual arts or a related area of creative practice and may have acquired general design or drawing skills either at school or through self-directed learning and experimentation.

At this level, they are applying basic techniques to produce drawings from simple ideas. Supervision and guidance would usually be provided.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>
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Elements and Performance Criteria

1. Prepare drawing resources	<p>1.1 Identify and obtain drawing <i>tools, equipment and materials</i></p> <p>1.2 Prepare tools, equipment and materials according to <i>workplace procedures</i> and safety requirements</p> <p>1.3 Set up a safe work space with guidance from <i>key people</i></p>
2. Use and test drawing techniques	<p>2.1 View a range of drawings in different styles and discuss with others how effects are achieved</p> <p>2.2 Match potential techniques to the <i>ideas</i> for the work with the assistance of key people</p> <p>2.3 <i>Test</i> nominated <i>techniques</i> to determine the effects they achieve</p> <p>2.4 Safely use selected techniques to produce drawings</p> <p>2.5 Calculate correct quantities of materials required and minimise waste where possible</p> <p>2.6 Clean and store tools, equipment and materials according to safety requirements and specific needs of different items</p>
3. Make plans to develop skills	<p>3.1 Seek feedback on drawing work from key people</p> <p>3.2 Respond positively to feedback and identify key areas for improvement</p> <p>3.3 Review different opportunities to build own skills and select suitable options</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss the process for producing drawings with others
 - understand and follow instructions
- learning skills to:
 - improve techniques for producing drawings through practice
 - respond appropriately to feedback
- literacy skills to read product and equipment safety labels
- numeracy skills to calculate quantities of materials
- planning and organising skills to prepare and set up resources and work space.

Required knowledge

- materials, tools and equipment commonly used for drawing
- major styles of drawing and the work of key practitioners relevant to individual area of interest
- typical work space and equipment requirements for the production of different types of drawings
- cleaning and maintenance techniques for tools and equipment used in drawing
- elements and principles of design – what they are and what they mean
- intellectual property considerations for any person making creative work
- ways of minimising waste in the use of drawing tools, equipment and materials
- OHS procedures that apply to drawing work.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none">• produce drawings where the techniques and materials support the ideas for the work• apply knowledge of drawing tools, equipment and materials.
Context of and specific resources for	Assessment must ensure access to:

assessment	<ul style="list-style-type: none"> • equipment and materials used to produce drawings.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of drawings in progress • questioning and discussion of the candidate's intentions and work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUVPRP201A Make simple creative work.

Range Statement

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.

<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • brushes • crayons • electronic equipment and accessories • pencils • pens • rags • scrapers • spatulas • sponges • sticks.
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Materials may include:	<ul style="list-style-type: none"> • chalks • charcoal • crayons • ink and wash • papers • pastels • watercolour.
Workplace procedures may relate to such things as:	<ul style="list-style-type: none"> • cost control • process-specific procedures • recycling • reporting • safety • use of materials.
Key people may include:	<ul style="list-style-type: none"> • arts practitioners • mentors • supervisors • teachers.
Ideas may be influenced by:	<ul style="list-style-type: none"> • elements and principles of design • subject matter or theme for the work, such as: <ul style="list-style-type: none"> • built environment • identity • land and place • natural world • political, cultural and social issues • the body • spiritual concerns.
Process used to test techniques may include:	<ul style="list-style-type: none"> • experimenting directly with work in progress • exploring techniques by making practice pieces • making samples using nominated techniques.
Techniques would generally be quite limited in nature and may include:	<ul style="list-style-type: none"> • digital drawing techniques • basic use of: <ul style="list-style-type: none"> • linear marks of differing intensity and character • linear marks to produce illusion of three-dimensional (3-D) form • simple linear perspective through the use of a vanishing point • tonal range to produce illusion of a 3-D form.

Unit Sector(s)

Visual communication – drawing

CUVGRD401A Research and apply graphic design techniques

Modification History

Version	Comments
CUVGRD401A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and apply techniques to produce graphic design work. It involves interpreting work briefs, organising resources, testing ideas, and refining approaches to a range of design challenges.

Application of the Unit

Individuals still developing a full repertoire of graphic design skills apply the skills and knowledge in this unit. Research, experimentation and refinement are used to produce a range of design work, which is likely to be generalist in nature. Work is carried out independently, with guidance and supervision as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate</i>

	<i>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.</i>
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Elements and Performance Criteria

1. Interpret graphic design briefs	<p>1.1 Interpret the <i>specifications</i> of graphic design <i>briefs</i></p> <p>1.2 Take user or client requirements into account when making decisions about <i>graphic design work</i></p> <p>1.3 Clarify issues about specifications, <i>parameters and constraints</i> with <i>relevant people</i> as required</p> <p>1.4 Research and evaluate information pertinent to briefs</p>
2. Organise resources	<p>2.1 Identify resources required for graphic design work, including <i>work space, materials, tools and equipment</i></p> <p>2.2 Prepare and care for resources according to requirements</p> <p>2.3 Follow storage and inventory procedures</p>
3. Test graphic design approaches	<p>3.1 Produce <i>preliminary visual representations</i></p> <p>3.2 Identify possible design <i>approaches</i> and establish criteria for selecting final approach</p> <p>3.3 Select materials, tools and equipment and test approaches and <i>techniques</i></p> <p>3.4 Evaluate testing processes against criteria and select the approach that best meets the requirements of briefs</p> <p>3.5 Critique own work and seek feedback as required</p> <p>3.6 <i>Refine</i> and <i>document</i> the design approach based on testing and evaluation</p>
4. Produce graphic design work	<p>4.1 Create graphic designs using selected approach</p> <p>4.2 Respond positively to feedback and refine graphic design work as required</p> <p>4.3 Present finished work within agreed work parameters</p>

Required Skills and Knowledge

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

Required skills

- communication skills to engage with others about approaches to graphic design work
- initiative and enterprise skills to experiment with graphic design techniques to produce effects that enhance the final product
- learning skills to refine and improve a range of techniques
- literacy skills to interpret design briefs and research information to support graphic design work
- numeracy skills to work with technical issues, such as layouts and image resolution
- self-management and planning skills to plan graphic design work
- technical skills to evaluate, adapt and integrate a range of graphic design techniques
- technology skills to use a range of digital imaging and design software.

Required knowledge

- role of experimentation in developing and refining graphic design work
- work and ideas of other graphic designers
- formal elements and principles of design and their application to graphic design
- techniques, materials, tools and equipment used in graphic design
- types of graphic design briefs
- history and theory of graphic design
- intellectual property issues and legislation and their relevance to graphic design
- OHS requirements for graphic design work.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none">• produce multiple examples of graphic design work that meet the requirements of briefs• demonstrate a command of selected graphic design techniques.

Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • briefs on which to base graphic design work • equipment and tools used to produce graphic design work.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of graphic designs produced by the candidate • questioning and discussion about the candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBDES401A Generate design solutions • BSBDES402A Interpret and respond to a design brief.

Range Statement

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.

<i>Specifications</i> may refer to:	<ul style="list-style-type: none"> • audience • medium • purpose • style.
<i>Briefs</i> are usually prepared by a commissioning body or	<ul style="list-style-type: none"> • diagrammatic • verbal • visual

organisation and may be:	<ul style="list-style-type: none"> written.
Graphic design work may be:	<ul style="list-style-type: none"> advertising annual reports banners book designs corporate presentations corporate stationery invitation logos posters visual merchandising web design.
Parameters and constraints may refer to:	<ul style="list-style-type: none"> considerations, such as: <ul style="list-style-type: none"> client's organisational background legal contractual ethical copyright health and safety subject matter cost material characteristics product characteristics and statistics quantity technology timeframe.
Relevant people may include:	<ul style="list-style-type: none"> clients colleagues industry practitioners managers mentors supervisors.
Work space needs may include:	<ul style="list-style-type: none"> drafting table electronic equipment lighting and power requirements process-specific needs.
Materials may include:	<ul style="list-style-type: none"> board drawing implements fabrics inks

	<ul style="list-style-type: none"> • metal surfaces • perspex • range of papers of differing weights and textures • wet mediums • wood.
<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • computer • digital camera • drafting table and equipment • hand tools • light box • nibs and pens • printer • projection equipment and screens • range of brushes, including air brushes • scanner • scrapers • software • spatulas • sponges • spray cans • spray guns • storage devices.
<i>Preliminary visual representations</i> may involve:	<ul style="list-style-type: none"> • computer-aided drawing • sketching • technical drawing.
<i>Approaches</i> may encompass:	<ul style="list-style-type: none"> • aesthetic considerations • choice of medium and materials • design solutions • parameters of the brief.
<i>Criteria</i> may include:	<ul style="list-style-type: none"> • access to materials, tools and equipment required for graphic design • access to specialist support services • consistency with briefs • ease of application of techniques • personal affinity with medium and materials.
Strategies to <i>test</i> techniques may involve:	<ul style="list-style-type: none"> • exploring techniques by making practice pieces, test pieces, mock-ups or samples • testing materials and their application.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • digital imaging • handbuilding: <ul style="list-style-type: none"> • displays

	<ul style="list-style-type: none">• installations• mock-ups• hand drawn illustration• lettering• preparing work for printing processes.
Process followed to <i>refine</i> the design approach may involve:	<ul style="list-style-type: none">• adjustment to content• adjustment to take account of elements and principles of design• adjustment to use extended capabilities of techniques.
Process used to <i>document</i> the approach may involve:	<ul style="list-style-type: none">• final drawings• illustrations• photographs• plans• written rationale or description.

Unit Sector(s)

Visual communication – graphic design

CUVICS04B Originate and develop a concept

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the development of a self-initiated proposal. It does not describe the skills needed for presentation of the proposal which are covered by other units.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This standard has been developed for people whose job specifically involves designing products or services, concepts or outcomes in any sector of the cultural industries. It might be used by someone designing a new event concept, a concept for public art, a new graphic design package for a hotel/resort, a concept for multi-media installation, a concept for sound sampling, a marketing campaign, a concept for new gallery space and so on.</p> <p>The standard relates to specialist positions in enterprises such as the community development office of local government organisations, design studios, event management/promotion firms, artist-run co-operatives, theatres and galleries and museums.</p> <p>Examples of how this unit works in practice can be found in the Supporting Information section of the Training</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Interpret the brief or clarify need or opportunity	1.1. The brief, need or opportunity for innovation is explored. The context for the new <i>product</i> or service is investigated and clarified and the audience/user is

ELEMENT	PERFORMANCE CRITERIA
	<p>determined.</p> <p>1.2. The <i>purpose</i>, desired outcome or end product, broad content, style, cost, intended audience and other relevant <i>factors</i> of the brief, need or opportunity are clarified.</p> <p>1.3. The purpose, goals, <i>constraints</i> and requirements of the final product/service/process are specified.</p>
2. Develop a range of creative approaches	<p>2.1. A range of different, innovative and creative approaches and concepts is generated.</p> <p>2.2. Different approaches/concepts are reviewed for feasibility, innovation, creativity, and acceptability to client or audience.</p> <p>2.3. Possible constraints are identified and the approaches/concepts are checked against these to determine feasibility.</p> <p>2.4. The social, ethical and environmental impacts of the approaches/concepts are taken into consideration.</p> <p>2.5. The effects and advantages of various combinations of activities, systems, processes, staff, materials for achieving a creative, innovative and appropriate outcome are investigated.</p> <p>2.6. The concept(s) or approach(es) that achieve the required outcome in an innovative and feasible way are selected and draft proposals representing those approaches are documented in an appropriate <i>format</i>.</p>
3. Seek opinions of colleagues and a range of creative and technical experts/specialists	<p>3.1. Proposals are discussed with <i>colleagues and specialists</i>.</p> <p>3.2. Creative and technical aspects of the proposals are clarified and expert advice sought where required.</p> <p>3.3. Proposals are compared with best practice examples of similar products, services or processes.</p>
4. Adjust and refine proposal on the basis of advice received and evaluation	<p>4.1. Determine advantages and disadvantages of each approach/strategy based on criteria such as creativity, appropriateness to the user/audience, cost-effectiveness, level of risk, potential benefits and technical feasibility.</p> <p>4.2. Proposals are evaluated and the approach which will result in achieving the desired outcome is selected.</p>
5. Develop the concept to an operational level	<p>5.1. A detailed <i>specification</i> for the product in terms of creativity, the audience/user, budget, and technical requirements is developed.</p>

ELEMENT	PERFORMANCE CRITERIA
	5.2. The detailed specification is presented to the relevant parties for approval, funding or endorsement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- the ability to use creative techniques to generate a range of innovative ideas
- the ability to communicate with a wide range of people
- research skills
- relevant technical knowledge
- appropriate ways of documenting creative proposals.

Required knowledge

- knowledge of past history of work in related areas
- knowledge of the social and environmental effects of possible approaches
- specialist knowledge relating to issues within the specific work contexts within cultural industries
- technical principles and knowledge appropriate to the area covered by the concept
- communication principles
- the variety of methods and materials available.

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.

Overview of assessment

Critical aspects for assessment and

Evidence of the following is essential:

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	<ul style="list-style-type: none"> • generation and evaluation of creative and effective concepts • translation of an original idea into a concrete proposal which is documented and reviewed using appropriate methods.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with others to reflect the collaborative nature of the development process.
Method of assessment	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in discussions and other collaborative activities to evaluate ideas or solutions • oral or written questioning to assess knowledge of the social and environmental impacts of relevant products, services or processes.
Guidance information for assessment	<p>This competency standard could be assessed on its own or in combination with other competencies relevant to the job function within the cultural industries work context.</p> <p>The other standards would probably most appropriately be at AQF level 4 and above and may include:</p> <ul style="list-style-type: none"> • CUVADM11B Work within an arts organisation context • CUVDES04B Integrate colour theory and design processes in response to a brief • CUVCON06B Develop concepts for arts organisations or projects <p>Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.</p>

Range Statement

RANGE STATEMENT

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.

<i>Products</i> might include:	<ul style="list-style-type: none"> • commissioned art work • fabric designs • furniture design • marketing campaigns • new gallery concepts • photoimaging assignments.
<i>Purposes</i> of the product may include:	<ul style="list-style-type: none"> • provision of services to clients within the cultural industries.
<i>Factors</i> to be considered may include:	<ul style="list-style-type: none"> • access to technology • audience/user characteristics • cost effectiveness • level of skill and understanding required for implementation • need for additional staff training • resource requirements • technical feasibility.
<i>Constraints</i> to the project may include:	<ul style="list-style-type: none"> • availability of skilled experts and personnel • cost • equipment • finance • technical difficulty • time.
<i>Formats</i> for documentation may include:	<ul style="list-style-type: none"> • briefs for a consultant • descriptions of a creative proposal for in-house consideration • proposals to be submitted to a funding body or sponsor.
Appropriate <i>colleagues and specialists</i> to discuss proposals with may include:	<ul style="list-style-type: none"> • any staff who may be involved in the design or the implementation of the process • creative and administrative staff • personnel external to the organisation • technical specialists.

RANGE STATEMENT	
Project <i>specifications</i> may include:	<ul style="list-style-type: none"> • audience • budget • operational plan • ownership of final product • purpose • resources, e.g.: <ul style="list-style-type: none"> • human • plant and equipment • time.
Resources and equipment may include:	<ul style="list-style-type: none"> • computers, e.g.: <ul style="list-style-type: none"> • hardware • software • specialist staff required for successful development of the proposed product or service • others resources or equipment depending on the outcome required.

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation
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CUVILL401A Research and apply techniques for illustrative work

Modification History

Version	Comments
CUVILL401A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and apply techniques for application to any type of illustrative work.

Application of the Unit

Illustrators still developing a full repertoire of professional skills apply the skills and knowledge in this unit. They could be employed in graphic design studios, architectural practices, book and magazine publishers or the media. Illustrators frequently offer their services on a freelance basis from a home-based business. Illustrations could appear in print publications, on storyboards for screen productions, on promotional banners or online.

At this level research, experimentation and ongoing refinement are required to produce a range of illustrative work where an individual is beginning the process of finding an individual style. Work is carried out independently with supervision and guidance as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Interpret briefs for illustrative work	1.1 Interpret the <i>specifications</i> of illustration <i>briefs</i> 1.2 Take user or client requirements into account when making decisions about <i>illustrative work</i> 1.3 Clarify issues about specifications, <i>parameters and constraints</i> with <i>relevant people</i> as required 1.4 Source and evaluate information pertinent to briefs
2. Organise resources	2.1 Identify resources required for the development of illustrative work, including <i>work space, materials, tools and equipment</i> 2.2 Prepare and care for resources according to requirements 2.3 Follow storage and inventory procedures
3. Test design approaches for illustrative work	3.1 Produce <i>preliminary visual representations</i> 3.2 Identify possible illustrative <i>approaches</i> and establish <i>criteria</i> for selecting final approach 3.3 Select appropriate materials, tools and equipment and <i>test</i> approaches and <i>techniques</i> 3.4 Evaluate testing processes against criteria and select the approach that best meets the requirements of briefs 3.5 Critique own work and seek feedback as required 3.6 <i>Refine</i> and accurately <i>document</i> the illustrative approach based on testing processes
4. Produce illustrative work	4.1 Create illustrations using the selected approach 4.2 Respond positively to feedback and refine illustrative work

	as required
	4.3 Present finished work within agreed work parameters

Required Skills and Knowledge

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

Required skills

- communication skills to engage with others about illustrative work
- initiative and enterprise skills to experiment with illustration techniques to produce different effects
- learning skills to refine and improve a range of techniques
- literacy skills to interpret illustration briefs and research information about illustration
- numeracy skills to deal with technical illustration concepts
- self-management and planning skills to plan work tasks
- technical skills to evaluate, adapt and integrate a range of illustration techniques
- technology skills to use industry-standard illustration software.

Required knowledge

- role of experimentation in developing and refining illustrative work
- techniques, materials, tools and equipment and their application to illustrative work
- types of briefs for illustrative work
- formal elements and principles of design and their application to illustrative work
- ideas, techniques and work of other illustrators
- history and theory of design in relation to illustrative work
- elements and principles of design and how they may be used, adapted and challenged in the creation of illustrations
- intellectual property issues and legislation and their relevance to illustrative work
- OHS requirements for illustrative work.

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.

Overview of assessment	
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Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> produce multiple examples of illustrative work that meet the requirements of briefs demonstrate a command of selected illustration techniques.
Context of and specific resources for assessment	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> briefs on which to base illustrative work equipment and tools used to produce illustrative work.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct observation of illustrative work in progress, including exploration of, and experimentation with, techniques evaluation of illustrative work produced by the candidate questioning and discussion about the candidate's intentions and the work outcome review of portfolios of evidence review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBDES401A Generate design solutions BSBDES402A Interpret and respond to a design brief.

Range Statement

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.

<i>Specifications</i> may refer to:	<ul style="list-style-type: none"> audience medium
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	<ul style="list-style-type: none"> • purpose • style.
Briefs are usually prepared by a commissioning body or organisation and may be:	<ul style="list-style-type: none"> • diagrammatic • verbal • visual • written.
Illustrative work may be for:	<ul style="list-style-type: none"> • advertisements • architectural illustration • books • caricature • cartoon • children's book • development of techniques • experimentation and exploration • illustrations for urban planning • layout design • logos • magazines • mock-ups • posters • story boards for animation • storybooks • technical, anatomical and botanical illustration • wordmarks • web design.
Parameters and constraints may refer to:	<ul style="list-style-type: none"> • client's organisational background • cost • finished art requirements • considerations, such as: <ul style="list-style-type: none"> • contractual • copyright • ethical • health and safety • legal • material characteristics • product characteristics and statistics • subject matter • quantity • technology • timeframe.

<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • clients • colleagues • industry practitioners • managers • mentors • supervisors.
<i>Work space</i> needs may include:	<ul style="list-style-type: none"> • drafting table • electronic equipment • lighting and power requirements • process-specific needs.
<i>Materials</i> may include:	<ul style="list-style-type: none"> • board • canvas • charcoal • crayons • fabrics • found surfaces • glues • graphite • inks • marker pens • pastels • pencils • range of papers of different weights and textures • vellum • water-based and oil-based paints and mediums • wood.
<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • computer and software applications for illustration • digital camera • photocopier (black and white and colour) • printer • range of brushes, including air brushes • scanner • scrapers • handmade pen from bamboo or feather • spatulas • sponges • spray cans • steel nibs in pen holders • sticks.
<i>Preliminary visual representations</i> may	<ul style="list-style-type: none"> • computer-aided exploration • sketching.

involve:	
Approaches may encompass:	<ul style="list-style-type: none"> • aesthetic considerations • choice of medium and materials • parameters of the brief • solutions in terms of illustration.
Criteria may relate to:	<ul style="list-style-type: none"> • access to materials, tools and equipment required for the production of illustrative work • access to specialist support services • consistency with illustration briefs • ease of application • personal affinity with medium and materials.
Strategies to test techniques may involve:	<ul style="list-style-type: none"> • exploring techniques by making practice pieces, test pieces, mock-ups or samples • testing materials and their application.
Techniques may include:	<ul style="list-style-type: none"> • calligraphy • cartooning • collage • digital imaging • drawing for animation • lettering • line drawing • mixed media • stencilling • tonal drawing • types of painting: watercolour, gouache and oil painting.
Process followed to refine the design approach may involve:	<ul style="list-style-type: none"> • adjustment to content • adjustment to take account of elements and principles of design • adjustment to use extended capabilities of techniques.
Process used to document the approach may involve:	<ul style="list-style-type: none"> • final sketches • material samples • photographs • written rationale or description.

Unit Sector(s)

Visual communication – illustration

CUVPRP405A Develop and discuss ideas for own creative work

Modification History

Version	Comments
CUVPRP405A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and discuss ideas for creative work.

The unit includes research and analysis, as well as the ability to participate in critical and informed discussion with others about creative work

Application of the Unit

People working across all areas of creative practice apply the skills and knowledge described in this unit. The ability to research, generate and discuss ideas is an integral part of the creative process, and sits alongside the technical skills specific to particular art forms.

This work would usually be carried out under mentored supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Research ideas	<p>1.1 Identify and source information that supports the development of ideas for creative work</p> <p>1.2 Critically analyse information in the context of current and potential work</p>
2. Generate ideas	<p>2.1 Develop a range of different, innovative and creative ideas based on the nature of own creative practice</p> <p>2.2 Reflect on and integrate ideas generated from research</p> <p>2.3 Consider possible constraints on ideas</p> <p>2.4 Select ideas based on research, reflection and relevant constraints</p>
3. Discuss ideas with others	<p>3.1 Identify and seek out people who can provide valuable input to discussions about work ideas</p> <p>3.2 Evaluate different communication options and select the most appropriate</p> <p>3.3 Present key information on ideas and their process of development</p> <p>3.4 Use effective communication techniques to generate discussion, debate and critical analysis of ideas</p>
4. Adjust and refine ideas	<p>3.5 Reflect on the views and contributions of others</p> <p>3.6 Make own analysis of ideas based on individual aspirations and goals</p> <p>3.7 Refine ideas based on own analysis and interactions with others</p>

Required Skills and Knowledge

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

Required skills
<ul style="list-style-type: none"> communication skills to engage in informed discussion about potentially abstract ideas critical thinking skills to evaluate, distil and select ideas from research learning skills to learn from discussion with others literacy skills to interpret a wide range of source materials for the development of ideas
Required knowledge
<ul style="list-style-type: none"> historical and contemporary references in chosen area of practice different ways to communicate and collaborate in creative practice intellectual property issues and legislation that affect the development of ideas for creative work in the relevant context

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> generate ideas for creative work grounded in research and reflection engage in informed discussion about ideas in own work apply knowledge of historical and contemporary references in own area of creative work.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> interaction with others about ideas for work.
Method of assessment	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> evaluation of presentation by the candidate questioning about research and development processes

	<ul style="list-style-type: none"> • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • CUVPRP401A Realise a creative project.

Range Statement

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.

Information may include:	<ul style="list-style-type: none"> • direct observation of the natural or built environment • music, film and video • myths and legends • oral history • photographs and other artworks • promotional material • range of texts and text types • technical reports and data.
Way to <i>critically analyse</i> information may involve:	<ul style="list-style-type: none"> • considering how ideas may be adapted and challenged within work • drawing links between references and own work • making judgements about relevance of information and ideas.
Constraints may include:	<ul style="list-style-type: none"> • audience • availability of materials, tools and equipment • budgeting • own skills • presentation venue/context • sponsorship • timeframe.
People may include:	<ul style="list-style-type: none"> • critics and writers • mentors

	<ul style="list-style-type: none">• other creative practitioners• peer groups• supervisors• teachers.
<i>Communication options</i> may include:	<ul style="list-style-type: none">• blog• informal discussions• electronic forums• oral presentation• visual presentation• written presentation• wiki.

Unit Sector(s)

Industry capability – professional practice

HLTAID003 Provide first aid

Modification History

Release	Comments
Release 4.0	Updated mapping information. Equivalent outcome.
Release 3.0	Updated mapping information.
Release 2.0	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit</p>

Application

This unit of competency describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, include community and workplace settings.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Respond in an emergency situation

1.1 Recognise an emergency situation

1.2 Identify, assess and manage immediate hazards to health and safety of self and others

1.3 Assess the casualty and recognise the need for first

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

aid response

1.4 Assess the situation and seek assistance from emergency response services where required

2. Apply appropriate first aid procedures

2.1 Perform cardiopulmonary resuscitation (CPR)

2.2 Provide first aid in accordance with established first aid principles

2.3 Display respectful behaviour towards casualty

2.4 Obtain consent from casualty where possible

2.5 Use available resources and equipment to make the casualty as comfortable as possible

2.6 Operate first aid equipment according to manufacturer's instructions

2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Communicate details of the incident

3.1 Accurately convey incident details to emergency response services

3.2 Report details of incident to workplace supervisor as appropriate

3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

4. Evaluate own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to make an accurate verbal report to emergency response services and workplace supervisor

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a hazard assessment and identified strategies to minimise risk
- demonstrated safe manual handling techniques
- assessed airway, breathing and responsiveness of casualty
- performed at least four minutes of uninterrupted CPR on both an infant resuscitation manikin and an adult resuscitation manikin placed on the floor, demonstrating the following techniques on each:
 - checking for response and normal breathing
 - recognising abnormal breathing
 - opening and clearing the airway
 - using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations
 - acting in the event of regurgitation or vomiting
 - following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- conducted a verbal secondary survey

- applied first aid procedures for the following:
 - allergic reactions
 - anaphylaxis
 - asthma
 - basic wound care
 - severe bleeding
 - burns
 - cardiac arrest
 - choking and airway obstruction
 - convulsions
 - envenomation (using pressure immobilisation)
 - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)
 - poisoning
 - respiratory distress
 - shock
- provided an accurate verbal report of the incident
- responded to at least two simulated emergency scenarios contextualised to the candidate's workplace/community setting.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
 - need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing first aid including:
 - airway obstruction due to body position

- appropriate duration and cessation of CPR
- appropriate use of an AED
- standard precautions and infection control
- principles and procedures for first aid management of the following scenarios:
 - abdominal injuries
 - allergic reactions
 - anaphylaxis
 - bleeding control
 - burns
 - cardiac conditions
 - choking and airway obstruction
 - cold and crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact (including hypothermia, hyperthermia, dehydration and heat stroke)
 - epilepsy
 - eye and ear injuries
 - fractures
 - head, neck and spinal injuries
 - minor skin injuries
 - needle stick injuries
 - poisoning and toxic substances
 - respiratory distress, including asthma and other respiratory conditions
 - seizures
 - severe allergic and anaphylactic reactions
 - shock
 - soft tissue injuries
 - unconsciousness, abnormal breathing or not breathing
- basic anatomy and physiology relating to:
 - absence of normal breathing
 - anatomy of the external chest
 - physiology relating to response/consciousness
 - upper airway anatomy and effect of positional change
 - anatomy and physiology considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually:

- in an environment that provides realistic in-depth, industry-validated scenarios and simulations to enable assessment of candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- first aid equipment including
 - roller bandages
 - triangular bandages cloth
 - trauma dressings
 - placebo bronchodilator and spacer device
 - adrenalin auto-injector training device
 - an AED training device
 - emergency rescue blanket
 - workplace first aid kit.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold:

- a current advanced first aid certificate

OR

- at least three years' experience as a health professional, nurse or emergency services provider.
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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

ICPPR384A Set up and produce basic digital print

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to set up for and produce basic digitally printed product. This unit incorporates the use of raster image processor (RIP) technology when outputting to digital devices including wide format.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to the production of basic digitally printed products in the instant print and copy shop business environment.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Check components and functions of a digital print system	<p>1.1. All areas of user replaceable <i>consumables</i> are checked and replacements made</p> <p>1.2. <i>Substrate</i> feeding mechanisms and transport units are checked and cleared of any misfeeds</p> <p>1.3. Correct set-up for data and electrical power is completed</p> <p>1.4. Shutdown and restart procedures are performed according to manufacturer's specifications</p> <p>1.5. Print driver and/or job download software are correctly installed and set-up on workstation computer and/or digital front-end processor</p>
2. Maintain digital printing system to maximise productivity and quality	<p>2.1. Routine maintenance tasks are performed according to <i>manufacturer's specifications</i></p> <p>2.2. Substrate transport and <i>inking systems</i> are cleaned to ensure optimum productivity and quality</p> <p>2.3. Temperature and humidity conditions are checked to ensure even flow of substrate</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>2.4. Substrate registration mechanisms are checked to ensure alignment of printed images</p> <p>2.5. Ink density calibration is performed on a digital print system to meet job specifications</p> <p>2.6. Basic maintenance solutions to minimise ink residue, substrate misfeed, paper particle dust, uncalibrated systems and ink coverage are implemented</p>
3. Maintain and perform optimum substrate handling procedures	<p>3.1. A paper handling and storage system for a digital print environment are developed that maintains substrate integrity and digital image quality</p> <p>3.2. Machine status is checked, print counters and consumable levels are reviewed and time estimated for reordering, servicing and reporting purpose</p>
4. Confirm job specifications	<p>4.1. Print job specifications are read and interpreted from job documentation or production control system</p> <p>4.2. Availability of all job components is checked according to enterprise procedures</p> <p>4.3. Finishing requirements of job are checked and internal workflow and/or outsource arrangements are coordinated according to enterprise procedures</p> <p>4.4. Run time of job is calculated and completion time is estimated, allowing consideration for other production demands</p>
5. Set up reel system	<p>5.1. Unwind reel is adjusted according to job specifications</p> <p>5.2. Rewind reel is set up and adjusted according to job specifications</p> <p>5.3. Minor in-line processes are set up and adjusted according to job specifications</p>
6. Set up sheet transportation system on sheet-fed machine	<p>6.1. Substrate is loaded into correct feeding mechanism and all substrate properties are correctly specified in the user control interface</p> <p>6.2. Adjustments to the delivery unit are identified and made using the user control interface according to job specifications</p> <p>6.3. On-line finishing unit is adjusted using the user control interface according to job specifications</p>
7. Use RIP or front-end processor to set up job	<p>7.1. Electronic data files are located and retrieved according to job specifications</p> <p>7.2. RIP or front-end processor parameters are set</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>according to job specifications</p> <p>7.3. Preview or preflight check of electronic data files is performed to verify correct job set-up according to job specifications</p> <p>7.4. Basic troubleshooting methods are applied to identify and rectify unverified data files, file errors and job requirement inconsistencies according to manufacturer's specifications</p>
8. Submit data files to a digital print machine	<p>8.1. Job priority is determined according to job specifications and production schedules</p> <p>8.2. Data file is submitted to print and image quality and machine productivity checks are performed</p>
9. Produce digital proof and run digital print job	<p>9.1. A proof run is conducted to confirm proof conforms to job specifications and/or for client approval if required</p> <p>9.2. Entire print run is conducted according to job specifications ensuring that machine productivity and quality are monitored and rectified throughout the duration of the print job</p>
10. Coordinate and/or perform document finishing and client delivery	<p>10.1. Steps required for document finishing are identified if not performed on in-line finishing units on a reel or sheet-fed system according to job specifications</p> <p>10.2. Finished print work is packaged in a manner to prevent damage and to conform to delivery requirements according to job specifications</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- occupational health and safety (OHS) skills for operating machinery, such as safely switching off machinery before cleaning is started
- communication skills for interpreting job tickets and requirements
- collecting, analysing and organising skills for collecting and assessing data about coating process and machine specifications and characteristics and how these interact

REQUIRED SKILLS AND KNOWLEDGE

- planning and organising skills for identifying and providing information about time and materials requirements for set-up, production and finishing to ensure efficient operation
- teamwork skills for maintaining the production process in association with other workers
- numeracy skills for calculating substrate properties and production speeds to determine run length
- problem-solving skills for recognising proofing faults and determining adjustments to correct them
- technical skills for using computerised technology to access and adjust data files

Required knowledge

- workplace job ticket procedures
- pre-printing set-up checks and procedures
- file transfer actions, problems and solutions
- OHS issues relating to ink/toner
- determining the selection of specific ink/toner for varied printed products
- how to ensure the quality of ink/toner
- what to do if the required substrate was unavailable
- maximum weight of a substrate that can be printed on a specific machine
- minimum weight of a substrate that can be printed on a specific machine
- possible faults of printing on lightweight paper
- availability of pre-prepared substrates for specific machine
- maximum delivery quantity for specific machine
- possible problems regarding incorrect feeding and delivery
- data formats that can be used in digital print
- the benefits of using electronic data rather than scanning hard copy
- ways to submit a PDF file to the digital printer
- OHS procedures relating to setting up in-line processes
- in-line options that are available on specific machine
- on-line finishing options that are available on specific machine
- setting up in-line/on-line processes
- circumstances when a job would be modified before printing
- the steps involved for a client approval of the print
- proof check procedures
- processes involved for gaining final approval of a basic job
- various types of binding
- procedures followed if the binding method required by the client was not available at the workplace
- alternative options if the document size was too thick to staple
- importance of packing finished print work

REQUIRED SKILLS AND KNOWLEDGE

- location of machine manuals, safety and other documentation relevant to the set up and production of digitally printed products

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.

Overview of assessment**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- set up a reel, sheet-fed or wide format digital printer
- access data and conduct a digital proof run
- adjust settings and ensure production speeds are attained
- use a RIP or front-end processor
- find and use information relevant to the task from a variety of information sources
- demonstrate all safety devices on machine
- perform preventive maintenance according to manufacturer's specifications
- set up and print four basic digital printing jobs according to manufacturer's specifications and enterprise procedures.

Context of and specific resources for assessment

Assessment must ensure:

- that conditions are typical ambient conditions found in the workplace
- access to relevant facilities, equipment and materials used for digital printing, such as production digital presses or wide format printers
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of

EVIDENCE GUIDE	
	portfolios of evidence <ul style="list-style-type: none"> • third party workplace reports of on-the-job performance by the candidate • practical demonstration by the candidate when setting up and producing a basic digitally printed product.
Guidance information for assessment	Holistic assessment with other digital production units relevant to the workplace and job role is recommended. For valid and reliable assessment of this unit, evidence should be gathered over a period of time through a range of methods for assessment to indicate consistent performance.

Range Statement

RANGE STATEMENT	
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.	
<i>Consumables</i> may include:	<ul style="list-style-type: none"> • ink • toner • developer • waste toner • cleaning web • fuser • various substrates.
<i>Substrates</i> may include:	<ul style="list-style-type: none"> • range of print media and paper, such as: <ul style="list-style-type: none"> • coated • uncoated • card • canvas • vinyl and plastic.
<i>Manufacturer's specifications</i> may include:	<ul style="list-style-type: none"> • technical, administrator and user specifications documented by a manufacturer for a range of printing machines.

RANGE STATEMENT	
<i>Inking systems</i> may include:	<ul style="list-style-type: none"> commonly used inking systems in colour printing, such as: <ul style="list-style-type: none"> toner inkjet liquid toner-based.
<i>Calibration</i> may include:	<ul style="list-style-type: none"> mechanical and/or electronic and/or visual controls used to identify and correct ink coverage and density inconsistencies in a range of printing equipment.
<i>Machines</i> may include:	<ul style="list-style-type: none"> non-impact printing machines, including: <ul style="list-style-type: none"> inkjet laser wide format with computerised monitoring and/or control.
<i>Enterprise procedures</i> may include:	<ul style="list-style-type: none"> rules standards OHS guidelines communication protocols and behaviour codes of a range of workplace environments.
<i>In-line processes</i> may include:	<ul style="list-style-type: none"> stapling punching perforating cutting numbering or date coding.
<i>RIP or front-end processor</i> may include:	<ul style="list-style-type: none"> computerised monitoring and data entry device used to enter: <ul style="list-style-type: none"> machine settings job specification settings monitor machine status perform machine productivity enhancements.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Printing
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ICPSU455C Supervise and schedule work of others

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to supervise and schedule the work of a team or individuals.
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Application of the Unit

Application of the unit	This unit applies to supervision and work scheduling for a team leader in charge of a section or shift.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Plan and implement work schedules	<p>1.1.Tasks and/or jobs are identified and prioritised according to the overall production schedule</p> <p>1.2.Timelines, personnel and equipment are identified for each job and task</p> <p>1.3.Schedules are communicated logically and in an easily understood manner</p> <p>1.4.Changes to schedules are implemented through reorganisation of priorities, with reasons being clearly conveyed to the team or individuals</p> <p>1.5.Priority of tasks is communicated to the team or individuals</p>
2. Monitor performance of tasks	<p>2.1.Required standard is effectively communicated to the team or individuals to ensure understanding of the allotted task</p> <p>2.2.Instruction or support to achieve required standard is provided as necessary</p> <p>2.3.Standard of performance is monitored, including quality standards, to ensure achievement of outcomes and is reported according to enterprise procedures</p> <p>2.4.Completion times of tasks/jobs are monitored and scheduling is adjusted as appropriate</p>
3. Monitor and support development of teams or individuals	<p>3.1.Individual team or worker performance is monitored to determine effectiveness and is reported according to enterprise procedures</p> <p>3.2.Support is provided to individuals or teams to ensure full participation</p> <p>3.3.Procedures are provided to assist interaction and feedback on effectiveness between teams and</p>

ELEMENT	PERFORMANCE CRITERIA
	individuals
4. Monitor the application of OHS in the work area	<p>4.1. Implementation of standards, both OHS and environmental, is monitored to determine safety in the work area requirements</p> <p>4.2. Strategies for prevention or correction of problems are determined from the monitoring process</p> <p>4.3. Recommendations for prevention or correction are made in order to achieve established standards</p>
5. Communicate with management, work teams and individuals	<p>5.1. All information affecting work is explained logically and in an easily understood manner to team coordinators, teams or individuals where appropriate</p> <p>5.2. Effective and appropriate information provision is carried out with management and/or external personnel</p> <p>5.3. Written reports are concise and conform to enterprise procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by effectively communicating with management and/or external personnel
- collecting, analysing and organising information by accessing data about production processes and abilities of workers and customer demands and using these effectively in scheduling
- planning and organising activities by monitoring the performance of tasks and adjusting scheduling
- teamwork when establishing procedures that enable feedback from workers and encouraging suggestions that might enhance production
- mathematical ideas and techniques by calculating job times and manipulating scheduling to make most efficient use of personnel and equipment
- problem-solving skills by adjusting schedules to meet contingencies
- use of technology by using production scheduling and office software

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- OHS standards
- responsible person for OHS standards in the workplace
- reporting procedures that are necessary with OHS matters
- planning and implementing work schedules
- determining priority of jobs
- work scheduling procedures that are used within the organisation
- scheduling changes
- standards monitoring
- information that is reported in performance monitoring
- responsibility for providing instruction to achieve the required standard
- staff and workforce development
- performance monitoring of teams or individuals on performance
- enhancing individual performance
- changes that can be made to enhance team performance
- advantage of providing written reports to management

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.

Overview of assessment

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

Evidence of the ability to:

- effective scheduling and supervision of a team or individuals
- produce a portfolio that demonstrates that each element has been carried out. This can include rosters, schedules, quality related documentation and testimonials from superiors and workers being supervised
- evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.

Context of and specific resources for

Assessment must ensure:

EVIDENCE GUIDE	
assessment	<ul style="list-style-type: none"> assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> ICPSU351C Undertake basic production scheduling.

Range Statement

RANGE STATEMENT	
<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>	
<i>Degree of autonomy</i> may include:	<ul style="list-style-type: none"> the competencies relate to personnel who work independently and may be responsible for a number of employees or in charge of a shift.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Support
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Co-requisite units

Co-requisite units		

LMTGN2005B Perform minor maintenance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to provide minor maintenance of production machines.

Application of the Unit

Application of the Unit The unit applies to the checking of machine performance and the undertaking minor adjustments to production machines.

Work involves limited discretion, initiative and judgement on the job in own work, including liaison with specialist mechanics and technicians.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space and hazardous, controlled or exposed conditions.

Work may be undertaken on a range of machines that may include microprocessor or computer controls.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires apply problem solving skills and initiative and enterprise to identify and act on minor machine faults within area of own responsibility. This unit also requires planning and organising to safely and efficiently use, check and clean and lubricate machines and technology used in TCF industries. Communication skills are also required to document and report faults and maintenance information.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate machine and assess performance	1.1 Machine is started and stopped according to manufacturer requirements. 1.2 Machine operation is monitored to ensure correct procedures are assessed and product meets quality standards. 1.3 Problem with machine is identified and reported.
2 Rectify minor machine fault	2.1 Minor machine and associated equipment and tool faults are identified and addressed where necessary to meet specified requirements, and are reported. 2.2 Major machine or product faults are identified and documented, and appropriate personnel informed.

ELEMENT	PERFORMANCE CRITERIA
	2.3 Machine maintenance records and other documentation are accurately completed.
3 Clean and lubricate machine	3.1 Machine is cleaned according to <i>OHS practices</i> and schedules, and manufacturer cleaning instructions. 3.2 Machine is lubricated according to workplace requirements and schedules, and manufacturer lubricating instructions.
4 Check machine operation	4.1 Machine is checked to ensure correct operation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Demonstrates knowledge of:

- procedures and guidelines for safe operation of machines
- typical fault conditions and related fault finding procedures
- basic machine maintenance and repair techniques
- technical specifications manuals
- quality standards and practices
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- assess operating performance of machine
- start and stop machines according to specifications
- monitor machine operations, including machine production readings
- recognise fault conditions
- rectify minor machine faults or problems as required
- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects of evidence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • operate machines correctly • monitor machine performance against machine specifications • make minor adjustments • complete records accurately and completely • apply OHS practices in work operations
Consistency in performance	<p>Consistently applies skills and knowledge when:</p> <ul style="list-style-type: none"> • organising work • completing tasks according to instructions • working systematically with attention to detail • identifying improvements and avoiding damage • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment • recognising and adapting to cultural differences in the workplace, • including modes of behaviour and interactions
Resource implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Context for assessment	<p>Assessment may occur on the job or in an appropriately simulated environment.</p>
Interdependent assessment	<p>This unit may be assessed independently or in combination with other relevant units.</p>

Range Statement

RANGE STATEMENT

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

OHS practices OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Sector(s)

Sector All

LMTGN4012A Fabricate or machine tooling

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to fabricate and machine tooling for applications within an enterprise.

Application of the Unit

Application of the Unit This unit applies to activities associated with the forming and shaping of tools. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

This unit is applied according to workplace and OHS practices of the enterprise, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team/section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with communication, in interpreting tool specifications and planning and organising for safe and effective use of specialised tool technology and operations.

This unit also requires an ability to check the quality of outcomes

and to identify and address problems relating to own work.

Initiative, enterprise and problem solving will be used to combine materials and processes to achieve desired design outcomes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine tooling requirements	1.1 Tooling requirements, measurements and limitations are determined relative to design specifications provided 1.2 Clarification related to tooling application is sought, where required
2 Select and set up equipment for operation	2.1 Appropriate machines and equipment are selected for the tasks 2.2 Machines and equipment are prepared and adjusted as necessary for operation according to standard operating procedures
3 Form or shape tool	3.1 Tooling material is selected, marked or otherwise prepared for fabrication and machining 3.2 Allowances are made for shrinkage, thicknesses, templates, gauges and inside or outside measurements where required 3.3 Fabrication or machining procedures are assessed in accordance with OHS practices and workplace procedures

ELEMENT**PERFORMANCE CRITERIA**

3.4 Completed tooling is checked for conformance to design specifications

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Demonstrates knowledge of:

- procedures for set up and operation of machinery
- procedures for forming and shaping
- relevant standards
- quality requirements
- materials used in footwear production
- safety and environmental aspects of relevant enterprise activities
- workplace procedures and reporting processes
- relevant OHS legislation and codes of practice
- OHS practices, including hazard identification and control measures
- recording and reporting practices

Demonstrates skills to:

- apply appropriate technical skills
- check outcomes against quality standards and specifications
- monitor performance
- apply relevant safety practices when working in the industry
- maintain records, document and transfer information
- read, interpret and follow information on work specifications, , standard operating procedures and work instructions and other reference material
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects of evidence to be considered	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • establish tooling requirements • operate machines or equipment appropriately • fabricate or machine tooling accurately • liaise with engineer or external supplier • communicate effectively with design team, customers, etc. • apply workplace health and safety policies in work operations • maintain accurate records
Consistency in performance	<p>Consistently applies skills and knowledge when:</p> <ul style="list-style-type: none"> • organising work • completing tasks • identifying improvements • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant units.

Range Statement

RANGE STATEMENT

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Tooling may include:

- cutting knives
- punch dies

OHS practices OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector All

LMTTF2009A Identify and select canvas and sail materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to identify and select appropriate materials for use in the manufacture of canvas or sail products.

Application of the Unit

Application of the Unit This unit applies to the identification, selection and handling of materials and checking of stock availability. Work may involve interaction with other people in the workplace including supervisors and production personnel. Work may be conducted in a variety of environments, such as:

- operational indoor workplaces
- operational outdoor workplaces

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with problem

solving to identify materials and determine appropriateness for job specifications. This unit also requires planning and organising for efficient material use. Communication skills are applied to interpreting labelling and identification information of material. Self management skills are applied to ensure workplace and quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify materials	<p>1.1 Materials are identified by appearance, texture, density, stock labels and product codes</p> <p>1.2 Stock labels or tags are checked against product codes and manufacturer specifications to confirm correct identification</p> <p>1.3 Workplace procedures and instruction are read and interpreted</p>
2 Select materials	<p>2.1 Materials are selected in accordance with job specifications, fitness for purpose and work order instructions</p> <p>2.2 Materials stocks are checked to ensure availability of sufficient quantities of materials to meet job requirements</p> <p>2.3 Materials are checked to ensure they conform to specifications, descriptions and relevant quality standards</p>

ELEMENT	PERFORMANCE CRITERIA
3 Handle and store materials	2.4 Knowledge of materials are applied to perform required tasks
	3.1 Appropriate <i>OHS practices</i> and work practices are followed when examining stock in racks or shelves
	3.2 Safe working practices are followed when handling or moving stock
	3.3 Appropriate lifting equipment is used to lift heavy or awkward loads
	3.4 Appropriate posture and lifting techniques are used for manual handling of materials
	3.5 Assistance in handling materials is sought when necessary
	3.6 Materials are stored in accordance with workplace practices and manufacturer recommendations

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Demonstrates knowledge of:

- product construction principles and methods
- characteristics of a wide range of materials used in the canvas and sail industry
- industry applications of various materials
- relative advantages and disadvantages of various materials for particular applications
- joining characteristics of various materials
- materials labelling principles and practices including 'care' labelling
- standard industry practices for storage and handling of materials
- relevant materials quality standards
- environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- OHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- locate and interpret technical information about materials used in the canvas and sail industry
- identify materials by appearance, texture, density and other relevant characteristics
- use relevant chemicals and cleaning agents and dispose of waste products

This describes the essential skills and knowledge and their level required for this unit.

- maintain work area
- read, interpret and follow information on work specifications, standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

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

Demonstrates skills and knowledge to:

- comply with all relevant safety requirements including safe handling and storage of materials
- interpret work orders
- interpret materials specifications and instructions for storage, handling and use
- correctly identify a range of materials used in the industry
- correctly handle a range of materials used in the industry
- select appropriate materials to meet specified job requirements
- perform normal operator maintenance of work area to enable identification selection and storage of materials to be undertaken safely and efficiently
- document and communicate work related information including reporting of shortages, stock irregularities and other problems

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

Context and specific resources for assessment Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment, and to information on workplace practices and OHS practices.

Guidance information for assessment This unit may be assessed independently or in combination with other relevant units.

Range Statement

RANGE STATEMENT

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Materials may include

- fibres and yarns used in canvas and sail making
- ropes
- dacron, nylon and composite sail cloths
- attachments (metal and on metal)
- adhesives

OHS practices OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment

- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Textile Fabrication

LMTTF2014A Weld plastic materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to weld plastic materials within the safe operating parameters of the equipment used.

Application of the Unit

Application of the Unit This unit applies to hot air and hot wedge welding of plastic in the textile fabrication industry. Work may be conducted in a variety of environments, such as:

- operational indoor workplaces
- operational outdoor workplaces
- hazardous or exposed conditions

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising for the safe and effective use of welding processes and technology. This unit also requires an ability to interpret and

communicate job related information, check the quality of outcomes and identify and address problems relating to own work. Self management skills are applied to ensure workplace and quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select welding process and plan the work	1.1 Nature of <i>material</i> to be welded is determined and an appropriate welding process is selected 1.2 Work is planned to maximise safety and productivity 1.3 Suitable electrical power outlets, if required, are identified 1.4 Safe working environment is established 1.5 Workplace procedures and instructions are read and interpreted
2 Prepare welding equipment	2.1 Appropriate hand-held or stationary manual <i>welding equipment</i> is selected 2.2 Welding equipment is checked for serviceability 2.3 Correct 'power on' procedures are followed
3 Select, use and store tools	3.1 Appropriate supplementary <i>hand and power tools</i> are selected for the job

ELEMENT	PERFORMANCE CRITERIA
	<p>3.2 Tools are examined for damage, missing components or other defects (including frayed power cords where applicable)</p> <p>3.3 Extension power cables are checked for knots and insulation damage</p> <p>3.4 Electrical tools are connected safely to power supply</p> <p>3.5 Safety equipment is used during tool operation in accordance with <i>OHS practices</i></p> <p>3.6 Required tasks are performed using tools in accordance with OHS practices</p> <p>3.7 Tools are located in a safe position when not in use</p> <p>3.8 Tools and extension cords are cleaned and stored in accordance with industry and workplace OHS practices</p>
4 Perform welding	<p>4.1 Surfaces of material are prepared for welding</p> <p>4.2 Material is laid out on working table or other suitable surface</p> <p>4.3 Material is anchored to prevent movement</p> <p>4.4 Equipment temperature is adjusted to prescribed settings</p> <p>4.5 Screens or barriers, where fitted, are lowered prior to welding process</p> <p>4.6 Welding equipment is operated in accordance with standard practice</p> <p>4.7 Weld area is examined or tested for correct fusion of materials</p> <p>4.8 Work piece is removed</p> <p>4.9 Knowledge of welding processes are applied to perform required tasks</p>
5 Inspect quality, labelling and documentation	<p>5.1 Completed weld is informally inspected to verify that it appears to be of an acceptable standard</p> <p>5.2 Completed product is labelled or tagged and any necessary documentation completed in accordance with workplace procedures</p>
6 Clean up and maintain equipment	<p>6.1 Work area is cleaned and tools and electrical equipment are stowed away</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Demonstrates knowledge of:

This describes the essential skills and knowledge and their level required for this unit.

- specific OHS requirements associated with hot air and hot wedge welding
- hazards associated with heated plastics
- plastic welding principles and techniques
- general operating principles of plastic welding equipment
- a range of plastic welding equipment, hand tools and power tools commonly used in the plastic welding process and their appropriateness for particular applications
- power sources such as single phase, three phase and weather protected outlets
- materials and equipment specifications
- relevant quality standards for plastic welds
- environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- OHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- apply work instructions and established procedures
- understand relevant technical information about plastic welding processes, materials and equipment
- use relevant hand and power tools
- use relevant chemicals and cleaning agents and dispose of waste products
- maintain work area
- read, interpret and follow information on work specifications, standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

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

Demonstrates skills and knowledge to:

- comply with all relevant safety requirements including safe use of plastic welding equipment, hand and power tools and electrical equipment.
- follow work orders
- understand equipment and materials specifications and instructions needed for the plastic welding process
- prepare material to be welded and set up welding equipment
- perform a variety of welds with a satisfactory degree of quality consistency
- perform normal operator maintenance of work area to enable work to be conducted safely and efficiently
- document and communicate work related information including reporting of faults and other problems

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

Context and specific resources for assessment

Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment, and to information on workplace practices and OHS practices.

Guidance information for assessment

This unit may be assessed independently or in combination with other relevant units.

Range Statement

RANGE STATEMENT

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Material may include

- PVC
- vinyls
- clear plastics

Welding equipment may include

- foot controlled welder
- hand welder
- hot air welder
- hot wedge welder

Hand and power tools may include

- hammers
- rasps
- files
- portable sanders

OHS practices OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Textile Fabrication

LMTTF2016A Install products on and off site

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to install canvas and sail products both on site and off site.

Application of the Unit

Application of the Unit This unit applies to the installation, operation and maintenance of canvas and sail products and equipment both on and off site. Work may be conducted in a variety of environments, such as:

- operational indoor workplaces
- operational outdoor workplaces
- restricted or confined spaces
- hazardous or exposed conditions including working aloft using scaffolding, cherry picker and bosun's chair

Work may require independence, discretion, judgement and acceptance of responsibility for overall work outcomes. Work may involve planning and coordination of tasks and processes, interaction with other enterprise personnel, enterprise clients, manufacturers' representatives and other external personnel.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output

- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising for the safe and effective installation of canvas and sail products, as well as the application of installation technology. This unit also requires the ability to apply problem solving strategies to identify and rectify installation problems, interpret and complete workplace documentation and communicate product information to customers. Self management skills are applied to ensure workplace and quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare site	1.1 Workplace procedures and instructions are read and interpreted, including interpretation of drawings and technical information to guide installation 1.2 Sequence of task operations is planned 1.3 Suitable electrical power outlets are identified 1.4 Ladders, steps or bosun's chair are set up as required

ELEMENT	PERFORMANCE CRITERIA
2 Select, use and store tools	1.5 Additional assistance, if required, is arranged
	1.6 Site for service provision is prepared
	2.1 Appropriate tools are selected for the job
	2.2 Tools are inspected for damage, missing components or other defects (including frayed power cords where applicable) prior to use
	2.3 Safe working environment for tool use is established
	2.4 Extension power cables are checked for knots and insulation damage and are safely supported when working overhead
	2.5 Electrical tools are safely connected to power supply
	2.6 Safety equipment is used in accordance with OHS practices
	2.7 Tools are used in accordance with OHS practices
	2.8 Tools are located in a safe position when not in use
3 Use ladder, steps, bosun's chair or other device	2.9 Tools and extension cords are cleaned and stored in accordance with industry and workplace OHS practices
	3.1 Ladders or other devices such as steps or bosun's chair are appropriately selected for the tasks
	3.2 Ladder or other device is secured and adequately supported
	3.3 Appropriate barriers and signs are erected when working overhead
4 Fit products	3.4 Assistance is used as necessary when working above the ground or deck
	4.1 Appropriate marking tools and measuring equipment are used to mark out fitting positions
	4.2 Products to be installed are checked to ensure they meet specifications and are fit for their intended purpose
	4.3 Appropriate ladders or other devices are used to gain height advantage
	4.4 Appropriate tools are used to drill and prepare locating holes
	4.5 Products are safely lifted or lowered into position
	4.6 Appropriate fastenings are used to attach or anchor product
	4.7 Pulleys or sheave blocks are fitted
	4.8 Ropes or cables are threaded or attached as necessary and stays or other fastenings are fitted
	4.9 Work area is cleaned up after fitting
	4.10 Appropriate OHS precautions are applied during all phases of the task
	4.11 Knowledge of fitting products are applied to perform required tasks
	4.12 Work is conducted in cooperation with other team members as

ELEMENT	PERFORMANCE CRITERIA
	required
5 Inspect and check quality	5.1 Completed work is inspected to verify that the products and installation work meet job specifications and relevant workplace and industry quality standards 5.2 Products are checked for correct fit, correct installation and correct operation after installation 5.3 Rework or rectification requirements are determined 5.4 Rework or rectification is performed or other appropriate action is taken
6 Demonstrate and provide customer information	6.1 Product use and operating information is supplied to customer 6.2 Product is demonstrated to customer 6.3 Customer questions are answered
7 Clean up	7.1 Work area is cleaned up 7.2 Tools, ladders, bosun's chair or other equipment is cleaned and stowed away 7.3 Project documentation is completed 7.4 Customer signature is obtained, if required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Demonstrates knowledge of:

- electrical and general workplace hazards and means of identifying them
- operating principles of products and associated equipment to be installed
- the range of hand tools, power tools, measuring devices and other equipment used in the installation process, and their operating principles and appropriateness for particular applications
- power sources such as single phase, three phase and weather protected outlets
- format of product and equipment specifications
- setting and adjustment principles and processes for products and equipment being installed
- comprehensive knowledge of typical problems of products and associated equipment and their rectification procedures
- relevant product quality standards for products and equipment installed
- environmental requirements of relevant industry and workplace procedures including use of equipment for working aloft

This describes the essential skills and knowledge and their level required for this unit.

- general housekeeping policies and procedures
- mathematical processes used in the installation and checking processes
- OHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- locate and interpret technical information about products and their installation
- read an engineering plan for the installation of shade sail structures, plan site schedule and lay out site
- use relevant hand and power tools
- use equipment for working aloft such as extension ladders, scaffolding, cherry picker and bosun's chair
- use lubricants, adhesives, sealants, chemicals and cleaning agents and dispose of waste products
- maintain work area
- identify electrical and workplace hazards
- read, interpret and follow information on work specifications, standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

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

Demonstrates skills and knowledge to:

- comply with all relevant safety requirements including safe use of ladders, bosun's chair, load hoisting equipment and electrical equipment
- interpret work orders, drawings and installation instruction

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

- unit**
- interpret product, and equipment specifications needed for installation and operation
 - perform normal installation and setting of products and equipment
 - inspect and test operation of installed products and equipment
 - specify any rectification necessary
 - perform normal operator maintenance of work area to enable work to be conducted safely and efficiently
 - document and communicate work related information including reporting of faults and other problems which do not fall within the operator's province

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

Context and specific resources for assessment Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment, and to information on workplace practices and OHS practices.

Guidance information for assessment This unit may be assessed independently or in combination with other relevant units.

Range Statement

RANGE STATEMENT

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Products may include

- blinds
- awnings
- annexes
- sails

Tools may include

- hand tools such as:
- hammers
- punches
- hand drills
- saws
- hacksaws
- rasps
- wire brushes
- pop-rivets
- expanding bolts
- power tools such as:
- portable electric drills
- routers
- portable sanders
- abrasive disk cutting equipment
- electric punches

OHS practices OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Textile Fabrication

LMTTF3004A Perform advanced welding of plastic materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to perform high frequency welding of plastic materials using equipment within the safe operating parameters of the equipment used.

Application of the Unit

Application of the Unit This unit applies to the welding of plastic in the textile fabrication industry. Work may be conducted in a variety of environments, such as:

- operational indoor workplaces
- operational outdoor workplaces
- hazardous or exposed conditions

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with planning and organising for the safe and effective use of advanced welding

processes and technology. This unit also requires the ability to read and interpret workplace instructions, inspect and check the quality of outcomes, complete workplace records and identify and address problems relating to own work. Self management skills are applied to ensure workplace and quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites LMTTF2014A

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for welding	1.1 Material to be welded is examined and prepared for welding 1.2 Work is planned to maximise safety and productivity 1.3 Suitable electrical power outlets, if required, are identified 1.4 Safe working environment is established and welding equipment checked for serviceability 1.5 Workplace procedures and instructions are read and interpreted
2 Select and prepare tools	2.1 Appropriate supplementary hand and power tools are selected and prepared for the job 2.2 Extension power cables are checked for knots and insulation damage 2.3 Electrical tools are checked for safe connection to power supply

ELEMENT	PERFORMANCE CRITERIA
3 Perform high frequency welding	2.4 Tools are examined for damage, missing components or other defects (including frayed power cords where applicable)
	2.5 Safety equipment is used during tool operation in accordance with <i>OHS practices</i>
	2.6 Required tasks are performed using tools in accordance with OHS practices
	2.7 Tools are located in a safe position when not in use
	2.8 Tools and extension cords are cleaned and stored in accordance with industry and <i>OHS practices</i>
	3.1 Surfaces of material are prepared for welding
	3.2 Material is laid out on working table or other suitable surface and anchored to prevent movement
	3.3 Equipment temperature or operating frequency is adjusted to prescribed settings
	3.4 Screens or barriers, where fitted, are lowered prior to welding process
4 Inspect quality, labelling and documentation	3.5 Operator and bystanders are kept at an appropriate distance or suitably protected when high frequency welding is being undertaken
	3.6 Welding equipment is operated in accordance with OHS practices
	3.7 Weld area is examined or tested for correct fusion of materials
	3.8 Problems or faults are identified and addressed
	3.9 Work piece is removed
5 Clean up and maintain equipment	4.1 Completed weld is informally inspected to verify that it appears to be of an acceptable standard
	4.2 Completed product is labelled or tagged and any necessary documentation completed in accordance with workplace procedures
5 Clean up and maintain equipment	5.1 Work area is cleaned and tools and electrical equipment are stowed away

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Demonstrates knowledge of:

This describes the essential skills and knowledge and their level required for this unit.

- specific OHS requirements associated with high frequency welding equipment
- hazards associated with heated plastics
- plastic welding principles and techniques
- general operating principles of plastic welding equipment
- a range of plastic welding equipment, hand tools and power tools commonly used in the plastic welding process and their appropriateness for particular applications
- power sources such as single phase, three phase and weather protected outlets
- materials and equipment specifications
- relevant quality standards for plastic welds
- environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- OHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- apply work instructions and established procedures
- understand relevant technical information about plastic welding processes, materials and equipment
- use relevant hand and power tools
- use relevant chemicals and cleaning agents and dispose of waste products
- maintain work area
- read, interpret and follow information on work specifications, standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

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

Demonstrates skills and knowledge to:

- comply with all relevant safety requirements including safe use of high frequency welding equipment, hand and power tools and electrical equipment.
- follow work orders
- understand equipment and materials specifications and instructions needed for the plastic welding process
- prepare material to be welded and set up welding equipment
- perform a variety of welds with a satisfactory degree of quality consistency
- perform normal operator maintenance of work area to enable work to be conducted safely and efficiently
- document and communicate work related information including reporting of faults and other problems

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

Context and specific resources for assessment

Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment, and to information on workplace practices and OHS practices.

Guidance information for assessment

This unit may be assessed independently or in combination with other relevant units.

Range Statement

RANGE STATEMENT

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. Add any 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.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Material may include	<ul style="list-style-type: none"> • PVC • vinyls • clear plastics
Welding equipment may include	<ul style="list-style-type: none"> • high frequency welder
Hand and power tools may include	<ul style="list-style-type: none"> • hammers • rasps • files • portable sanders
OHS practices	<p>OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:</p> <ul style="list-style-type: none"> • manual handling techniques • standard operating procedures • personal protective equipment • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Textile Fabrication

MEM05003B Perform soft soldering

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit applies to performing soft soldering applications of ferrous and non-ferrous materials, using straightforward techniques, where heat damage to components or finish of soldered joint is not critical.
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Application of the Unit

Application of the unit	<p>All work is undertaken to predetermined standards of quality, safety and procedures.</p> <p>Techniques of applying soft solder may include the use of soldering irons (all types) and direct flame or other heating devices. Preparation of materials includes cleaning, deburring, twisting of conductors and fluxing.</p> <p>Depending on the actual soldering job, hand and power tools and drawing and interpretation skills may be required. These are covered by units MEM18001C (Use hand tools), MEM18002B (Use power tools/hand held operations) and MEM12023A (Perform engineering measurements).</p> <p>This unit should not be selected if Unit MEM05001B (Perform manual soldering/desoldering - electrical/electronic components) or Unit MEM10002B (Terminate and connect electrical wiring) has already been selected.</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Identify job requirements	1.1.Soldering requirements are identified and correctly understood from job sheets or instructions.
2. Undertake soft soldering	2.1.Tools, equipment and consumables appropriate to the task are assembled and prepared for use as required. 2.2.Materials to be soldered are prepared, arranged and checked as required, to ensure solder joint meets specifications.

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3. Correct techniques are used to apply soft solder to standard operating procedures.</p> <p>2.4. Solder joint is cleaned and checked for conformance to specifications using standard operating procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- using soldering irons
- using direct flame and other heating devices
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- following oral instruction

Required knowledge

Look for evidence that confirms knowledge of:

- the effect of material to be soft soldered on the selection of consumables
- the reasons for preparing surfaces prior to soldering
- the procedures for rectifying defects in soldered joints
- use and application of personal protective equipment for soft soldering
- safe work practices and procedures

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.

EVIDENCE GUIDE	
Overview of assessment	A person who demonstrates competency in this unit must be able to perform soft soldering.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication materials handling, recording and reporting associated with performing soft soldering or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

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.

Tools	Soldering irons (all types) and direct flame or other heating devices
Materials	Ferrous and non-ferrous

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Fabrication
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MEM05007C Perform manual heating and thermal cutting

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers performing manual heating, thermal cutting and gouging including the assembly and disassembly and operation of the equipment on a range of materials (ferrous, non-ferrous and non-metallic) using a variety of methods.
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Application of the Unit

Application of the unit	<p>This unit applies to manual, straight line cutting standards. Manual or automatic processes are used to cut and heat to specifications. Cutting may include flame gouging by hand. All work is carried out to legislative and regulatory requirements. Predetermined standards of quality and safety are observed and work is carried out following standard operating procedures.</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Assemble/disassemble plant and equipment	1.1. Accessories and equipment are correctly selected and assembled for manual heating and thermal cutting.
2. Operate heating and thermal cutting equipment	2.1. Cutting process and/or procedure appropriate for material is selected. 2.2. All safety procedures are observed. 2.3. Equipment start-up procedures are followed correctly to standard operating procedures. 2.4. Equipment adjustments are made correctly using standard operating procedures. 2.5. Appropriate cutting allowances are made. 2.6. Material is used in the most economical way. 2.7. Defects are identified and corrective action is taken to standard operating procedures. 2.8. Material is heated and cut to specification.

ELEMENT	PERFORMANCE CRITERIA
	2.9.Shape/size/length is to accepted workplace standards.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- performing pre-start checks
- safely starting equipment
- following standard operating procedures
- adjusting equipment to operating specifications
- making cutting allowances
- economising material and minimising wastage
- identifying cutting defects and taking corrective action
- heating and cutting materials to specifications
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures. May include drawings
- following oral instructions
- performing measurements needed to meet the requirements of this unit
- entering routine and familiar information onto proformas and standard workplace forms

Required knowledge

Look for evidence that confirms knowledge of:

- cutting processes appropriate to various materials
- heating and cutting specifications
- procedures for heating and cutting
- the tools, equipment and techniques for heating and cutting
- assembling procedures for equipment and accessories
- hazards and control measures associated with manual heating and thermal cutting
- use and application of personal protective clothing and equipment
- equipment pre-checks and operation
- procedures for adjusting heating and cutting equipment

REQUIRED SKILLS AND KNOWLEDGE

- cutting allowances and reasons for applying them
- procedures for minimising waste material
- reasons for minimising waste material
- cutting defects and their causes
- procedures for correcting cutting defects
- tools, equipment and techniques required to correct cutting defects
- use and application of personal protective equipment
- safe work practices and procedures

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to perform manual heating and thermal cutting.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with manual heating/thermal cutting or other units requiring the exercise of the skills and knowledge covered by this unit.

EVIDENCE GUIDE**Method of assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questions should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Guidance information for assessment**Range Statement****RANGE STATEMENT**

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.

Cutting

Use of hand held and self-propelled straight line cutters

Process

Fuel gas, oxy fuel gas and air fuel gas

Material

Various thicknesses and types including ferrous, non-ferrous and non-metallic materials

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Fabrication
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MEM05012C Perform routine manual metal arc welding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing the materials and carrying out routine manual metal arc welding (MMAW).
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Application of the Unit

Application of the unit	<p>This unit applies in a maintenance or manufacturing environment where the welding is not required to meet an Australian standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels.</p> <p>Where welding is required to AS 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05015D (Weld using manual metal arc welding process) should be selected.</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	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. Identify weld requirements	1.1. Weld requirements are identified from job instructions. 1.2. Location of welds is identified in accordance with standard operating procedures and job specifications.
2. Prepare materials for welding	2.1. Materials are cleaned and prepared ready for welding.
3. Prepare equipment for welding	3.1. Welding equipment is set up correctly. 3.2. Correct electrodes are selected to suit application and settings.
4. Perform routine welding using MMAW	4.1. Safe welding practices are applied. 4.2. Materials are welded to job requirements. 4.3. Welds are cleaned in accordance with standard operating procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- preparing materials and electrodes
- setting up welding equipment
- welding with MMAW
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- performing measurements for joint preparation and routine MMAW

Required knowledge

Look for evidence that confirms knowledge of:

- material and equipment preparation
- properties and characteristics of materials and consumables
- weld characteristics
- equipment set-up and settings
- MMAW processes and properties
- post-welding treatments
- safe welding practices
- use and application of personal protective equipment

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to prepare materials and carry out routine manual metal arc welding (MMAW).

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, i.e. the candidate is not in productive work, then appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing routine manual metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

RANGE STATEMENT

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.

Materials	Low and mild carbon steel or similar
Prepared	Cleaning, setting up jigs, fixtures, clamps, joint preparation
Welding equipment	Welding leads, welding machines, electrode holder etc.
Cleaned	Slag and spatter, cleaning, using files and grinders

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Fabrication
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MEM07001B Perform operational maintenance of machines/equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers carrying out programmed safety and maintenance checks on machines/equipment.
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Application of the Unit

Application of the unit	<p>This unit mainly applies in a manufacturing setting, where routine programmed operational maintenance to machines/equipment is required. It is not intended to be used where higher level maintenance activities are performed.</p> <p>Machines/equipment range includes manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature.</p> <p>This unit should not be selected when any of the following are selected: Unit MEM18055B (Dismantle, replace and assemble engineering components), Unit MEM18006C (Repair and fit engineering components), Unit MEM07005C (Perform general machining).</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM18001C	Use hand tools

Employability Skills Information

Employability skills	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. Undertake programmed safety and maintenance checks	1.1. Checks are undertaken safely and to prescribed procedure. 1.2. Status/report is recorded on proforma or reported orally.
2. Undertake programmed maintenance	2.1. Removal/replacement of consumable components is undertaken to prescribed procedure and instructions are followed. 2.2. Fluids and lubricants are replaced and/or topped up to prescribed schedule.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- undertaking programmed safety and maintenance checks
- undertaking programmed operational maintenance
- entering routine and familiar information onto proformas and standard workplace forms
- following routine information on written procedures
- following oral instructions
- orally reporting routine information

Required knowledge

Look for evidence that confirms knowledge of:

- programmed maintenance and safety check procedures for the specified machine/equipment
- recording/reporting requirements
- safe work practices and procedures
- hazards and control measures associated with operational maintenance of machines/equipment

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to perform operational maintenance of machines/equipment. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required

EVIDENCE GUIDE	
	knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with operational maintenance of machines/equipment or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT
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

RANGE STATEMENT

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.

Machines/equipment	Manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature
Checks	Programmed safety and maintenance checks Adjustments of a limited nature including safety guards, stops, wear pads and tool holders, nipping up glands and adjustment of scrapers and aprons
Consumable components	Air filters, oil wipers, grease containers, tool tips, indicator globes, fluids and lubricants, guides and limit switch actuators

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units	

Competency field

Competency field	Machine and process operations
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MEM14003B Undertake basic production scheduling

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers identifying production requirements and capacities and preparing schedules for production of a component/part.
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Application of the Unit

Application of the unit	<p>The unit applies to the scheduling of the manufacture of a single component, or a single assembly function, or for a single small production work unit or production cell, or a single production process where there are only a small number of constraints or variables.</p> <p>Band: B</p> <p>Unit Weight: 8</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Identify production requirements and capacities	<ul style="list-style-type: none">1.1.Engineering production data is identified and obtained in accordance with workplace procedures.1.2.Inventory capacities and requirements are identified and obtained in accordance with workplace procedures.1.3.Procurement and supply requirements and constraints are identified and obtained in accordance with workplace procedures.1.4.Production capacity and constraints are identified and obtained in accordance with workplace procedures.1.5.Standard times are identified and obtained in accordance with workplace procedures.
2. Prepare schedule for production of a component/part	<ul style="list-style-type: none">2.1.Production of component is scheduled in accordance with production, inventory, procurements, time constraints, supply capacities and requirements.2.2.Schedule is documented in accordance with accepted organisation procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- obtaining, reading and interpreting production process data and procedure
- prioritising
- communicating
- time management
- organising
- documenting
- using project management tools such as Gantt Charts
- analysing
- performing arithmetic calculations

Required knowledge

Look for evidence that confirms knowledge of:

- scheduling techniques
- production methods
- quality assurance requirements
- inventory policies
- procurement, supply requirements and constraints
- general staffing levels, capabilities and application of standard times
- machine set-up, capability and application of standard times
- enterprise safety requirements and directives

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to schedule basic production.

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with basic scheduling or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

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.

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units	

Competency field

Competency field	Planning
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MEM15001B Perform basic statistical quality control

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers taking samples and applying a statistical process to monitor production.
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Application of the Unit

Application of the unit	<p>This unit applies to the collation and interpretation of statistical data in the context of statistical quality control, for example, tally, run or control charts. Uncontrolled variations are reported to appropriate authority.</p> <p>When the production and interpretation of charts and graphs not dependent on knowledge and understanding of the implications for quality are required, Unit MEM12024A (Perform computations) should be accessed.</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Take samples	1.1. Difference between population and sample is understood and various sampling schemes are applied in accordance with standard operating procedures.
2. Apply statistical process to monitor production	2.1. Concept of variation in terms of average and spread is understood. Data is used to produce relevant statistical information. 2.2. Data is interpreted accurately and information is presented to appropriate authority according to standard operating procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Required skills

Look for evidence that confirms skills in:

- reading, interpreting and following information on written job instructions, standard operating procedures, charts, lists, drawings and other applicable reference documents
- applying statistical process control procedures in accordance with instructions to a given production process
- obtaining data from samples including average, range and random or assignable causes
- producing tally, run or control charts from sampling data
- reporting information from sampling data
- checking and clarifying task-related information
- completing proformas and standard workplace forms

Required knowledge

Look for evidence that confirms knowledge of:

- the difference between population and sample, and the concept of variation in terms of average and range, random and assignable causes
- numerical operations and statistical calculations/formulae within the scope of this unit
- statistical process control procedures, which may include Six Sigma etc. and the sampling procedures to be followed
- the types of charts that can be produced to assist monitoring of products including run charts, tally charts, histograms, control charts
- procedures for reporting sample data information
- use and application of personal protective equipment
- safe work practices and procedures

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.

Overview of assessment

A person who demonstrates competency in this unit must

EVIDENCE GUIDE	
	be able to perform basic statistical quality control.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing basic statistical quality control or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

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.

Sampling schemes	Agreed customer plans, Acceptable Quality Level (AQL) and Average Outgoing Quality Level (AOQL) plans, Shainin, Six Sigma etc.
Relevant statistical information	Average, range and process control data and the plotting of charts such as line graphs, run charts, tally charts, histograms, control charts, random and assignable causes etc.

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Quality
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MEM16006A Organise and communicate information

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers accessing, organising and communicating information related to processes or tasks.
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Application of the Unit

Application of the unit	<p>This unit applies in manufacturing, engineering or related environments.</p> <p>It may include information related to production, maintenance or associated processes. Information may be drawn from a variety of sources.</p> <p>This unit includes the ability to communicate using common workplace terminology.</p> <p>For access and recording of data requiring system knowledge and judgement, see Unit MEM16008A (Interact with computing technology).</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	
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Prerequisite units	

Employability Skills Information

Employability skills	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. Access information and/or records	1.1.Information requirements of tasks are determined and relevant information is accessed from a range of sources. 1.2.Workplace terminology is correctly recognised.
2. Organise and analyse information	2.1.Information is interpreted and organised in accordance with enterprise and work requirements. 2.2.Information is analysed according to enterprise and work requirements.
3. Communicate organised information using established workplace methods	3.1.Information is communicated using established workplace methods.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- accessing relevant information from a range of sources
- recording, where appropriate, the accessed information
- recognising and using workplace terms
- reading, interpreting and following information in workplace documentation
- checking and clarifying information
- organising, categorising and sequencing information

Required knowledge

Look for evidence that confirms knowledge of:

- types of information
- available sources of information
- information analysis techniques
- methods of categorising and organising information
- methods of recording and communicating information

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to organise, analyse and communicate information.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency

EVIDENCE GUIDE	
	in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with organising, analysing and communicating information or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT
<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</p>

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Range of sources	Job instructions, specifications, standard operating procedures, charts, lists, documents, computer data, drawings, sketches, tables, technical manuals and/or charts and other applicable reference material
Workplace terminology	Terminology - referring to equipment, processes, workplace areas, staff and procedures - specific to the processes and equipment used in the workplace
Analyse	Analysis for this unit involves simple determinations of relevance and implication for the employee's immediate work requirements
Established workplace methods	<ul style="list-style-type: none"> • Proforma reports • Data entry e.g. bar coding and simple keyboard operations • Verbal • Drawings

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

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

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit covers operating in an interactive work environment.</p> <p>It covers contribution to a group effort in order to plan and carry out work. This includes identification of work roles, communication and cooperation with others.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to work-related group activities that typically occur in and between sections or departments of an enterprise. Employees would normally be working together to achieve a common purpose e.g. manufacture of a product, maintenance of plant and equipment.</p> <p>Individuals are not responsible for the overall group effort but would be required to contribute to activities and objectives using their own existing technical competencies.</p> <p>Band: A</p> <p>Unit Weight: 0</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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. Identify roles and responsibilities	1.1. Own role and responsibilities are identified. 1.2. Relationships within immediate group and with employees performing related/interdependent activities are identified.
2. Plan activities	2.1. Common goals, objectives and task requirements are identified and clarified with appropriate persons. 2.2. Individual tasks are determined and agreed on according to workplace procedures.
3. Work with others	3.1. Effective interpersonal skills are applied to interact with others and to contribute to activities and objectives. 3.2. Assigned or agreed tasks are performed in

ELEMENT	PERFORMANCE CRITERIA
	<p>accordance with agreed requirements, specifications and workplace procedures.</p> <p>3.3. Work progress is reviewed and modified as agreed to complement the work of others.</p> <p>3.4. Agreed reporting lines are followed using standard operating procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- contributing to planning and allocation of work
- performing assigned tasks
- coordinating work effort with others
- following agreed reporting lines
- reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- applying effective interpersonal skills

Required knowledge

Look for evidence that confirms knowledge of:

- effective interpersonal strategies and skills:
 - effective listening
 - basic speaking skills
 - use of terminology and jargon
 - giving and receiving feedback
 - checking and clarifying task-related information
 - interpreting instructions
 - basic conflict resolution
 - selecting modes and methods of communication
 - identifying and resolving communication breakdowns and barriers
 - principles of effective communication

REQUIRED SKILLS AND KNOWLEDGE

- relationships and roles within immediate group and with interdependent others
- reporting relationships and procedures
- own responsibilities with respect to products/services to be provided
- skills and competencies of the individual and other employees performing interdependent activities
- common goals, objectives and task requirements
- sources of technical expertise/assistance
- appropriate forms of communication
- hazards and control measures associated with workplace activities, including housekeeping
- safe work practices and procedures

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to operate in a work-based team environment.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated

EVIDENCE GUIDE	
	with operating in a work-based team environment or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
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.	
Effective interpersonal skills	Basic listening and speaking skills, use of terminology and jargon, giving and receiving feedback, interpreting instructions, verbal and non-verbal modes and methods of communication, communication breakdowns and barriers, basic principles of effective communication

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Communication
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MEM16008A Interact with computing technology

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers accessing, inputting and storing information used in manufacturing, engineering or related environments, using computing technology.
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Application of the Unit

Application of the unit	<p>This unit applies in manufacturing, engineering or related environments. It involves identifying the type and source of information required, and using the technology to access, input and store information. The equipment may include computers and a range of other equipment based on computing technology.</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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. Determine job requirements	1.1.Nature and scope of task requirement are identified. 1.2.Information/data required to be accessed, input or stored is identified. 1.3.Source of information/data is identified.
2. Access information/data	2.1.Access procedures are followed. 2.2.Technology is navigated to find the required information/data. 2.3.Relevant software application menus, functions and commands are used to locate required information/data. 2.4.Information/data is retrieved using organisational procedures. 2.5.Information/data is checked for relevance to job requirements.
3. Input information/data	3.1.Relevant software menus, functions and commands are used to manipulate information/data. 3.2.Information/data is entered, changed, or removed as required.
4. Store	4.1.Data/files are saved following standard procedures

ELEMENT	PERFORMANCE CRITERIA
information/data	prior to exiting the application. 4.2.Data output is produced as required. 4.3.Procedures for shutting down/logging off/exiting computing technology are followed.
5. Access assistance as required	5.1.Appropriate personnel are identified and consulted as required. 5.2.Manuals, online help and other reference materials are identified and used as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- ability to enter or retrieve data using appropriate software applications
- reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- planning and sequencing operations
- checking and clarifying task-related information
- using numerical operations within the scope of this unit

Required knowledge

Look for evidence that confirms knowledge of:

- functions and capabilities of various types of computing technology used in the workplace
- functions of software applications
- hazards and control measures associated with using computing technology, including housekeeping
- safe work practices and procedures

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to interact with computing technology to achieve workplace outcomes.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with interacting with computing technology or other units requiring the exercise of the skills and knowledge covered by this unit.

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Guidance information for

EVIDENCE GUIDE**assessment****Range Statement****RANGE STATEMENT**

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.

Access procedures

Logging on and security procedures, virus checks, start-up routines, application start-up

Technology

Hand held data recording devices, screen based equipment, personal computers, bar coders

Applications

- Word processing spreadsheets and databases
- Customised engineering and manufacturing applications
- Material Resource Planning (MRP)
- Warehousing inventory applications
- Predictive reliability and maintenance applications
- Production data management applications

Data output

Report, email, chart, graph, printout, data transfer, labels

Unit Sector(s)**Unit sector**

Co-requisite units

Co-requisite units		

Competency field

Competency field	Communication
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MEM16013A Operate in a self-directed team

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers an individual effectively participating in a highly developed and self-directed team.
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Application of the Unit

Application of the unit	<p>This unit applies to participation in a formally established, developed or developing self-directed team.</p> <p>Examples are engineering production teams responsible for a product or process, maintenance teams and special-purpose project teams.</p> <p>Typically, team parameters, constraints and objectives would be determined by sources external to the team.</p> <p>The team would be responsible for all aspects of its designated function and members would have day-to-day responsibility for managing themselves and their work.</p> <p>Typical team tasks might include planning and scheduling activities, making production-related decisions and acting on problems.</p> <p>Where team parameters require adjustment as a result of team discussions or planning, then appropriate authorisation and approvals are established using standard operating procedures. Individual team participants would already be competent with technical aspects of team activities.</p> <p>This unit is intended to apply to participation within a formally established and recognised team. Where an individual works with others, such as within a section or department, unit MEM16007A (Work with others in a manufacturing, engineering or related environment) should be regarded as sufficient.</p> <p>This unit may be included in a Certificate II in</p>
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	<p>Engineering - Production Technology or higher qualification.</p> <p>Band: This unit has dual status and is to be regarded as both a Specialisation band A unit and Specialisation band B unit for progression to C5 (AQF level V).</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM16007A	Work with others in a manufacturing, engineering or related environment

Employability Skills Information

Employability skills	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
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	with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify team function and composition	1.1. Team purpose and scope are identified and understood. 1.2. Team composition, including role of self and team members, is understood. 1.3. Established parameters, rules and team norms are identified and understood.
2. Participate in team planning	2.1. Significant contribution is made to planning the team activities, based on the individual's technical skills, knowledge and competence. 2.2. Contribution is made to the allocation and performance of team tasks.
3. Function effectively as a team member	3.1. Interaction with team members is in accordance with established rules, conventions and procedures. 3.2. Tasks and responsibilities are performed effectively and in accordance with team objectives. 3.3. Real or perceived issues are resolved by effective and appropriate contributions from team member. 3.4. Significant contribution is made to team performance, based on member's own technical skills and application of established principles and practices for effective teamwork.
4. Monitor and review team performance	4.1. The team member participates effectively in the planning and development of team review process. 4.2. Relevant performance data is collected and analysed on an individual and team basis using standard enterprise procedures and methodology. 4.3. Results are used to evaluate own and team performance against established performance indicators and to assist determination of improvement requirements. 4.4. Principles/techniques for effective team development are used to identify own/team improvement strategies.
5. Implement team performance	5.1. Performance improvement processes and strategies are implemented on an individual and collective basis

ELEMENT	PERFORMANCE CRITERIA
improvements	<p>using standard enterprise procedures.</p> <p>5.2. Individual and team performance improvements are evaluated using standard enterprise procedures.</p> <p>5.3. Adjustments to improvement strategies are made in accordance with team requirements and standard enterprise procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- identifying team goals and objectives
- participating in team planning - shared and individual
- allocating tasks and sequencing activities
- communicating and interacting effectively with team members
- solving problems individually and with others
- resolving conflict
- performing various team behavioural functions - task and maintenance focused
- making individual and joint decisions
- coordinating effort with others to achieve common objectives
- collecting team performance data
- reviewing performance against indicators
- identifying strategies to improve team performance
- implementing performance improvement processes
- reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- checking and clarifying task-related information
- checking for conformance to specifications

Required knowledge

Look for evidence that confirms knowledge of:

- team objectives
- team targets/goals, performance indicators

REQUIRED SKILLS AND KNOWLEDGE

- team member roles - task and behavioural
- team processes, rules and conventions
- scope of work for which the team is responsible
- methods for planning team activities
- team member technical skills, knowledge and competence, relevant to the tasks being planned
- the person(s) responsible for team planning
- impact of planning decisions on other teams, personnel and/or resources
- procedures for obtaining resources
- structure, formation and operation of teams
- characteristics of effective teams
- strategies for effective team development/functioning
- effective team communication
- forms of team leadership and decision-making
- strategies for resolving conflict
- techniques for team problem-solving
- issues that may affect team performance
- the sources of data relevant team performance indicators
- reasons for reviewing team performance
- methods/procedures to evaluate team performance
- where appropriate, source(s) of approval to change team performance parameters
- processes/strategies for improving team performance
- hazards and control measures associated with operating in a self-directed team environment, including housekeeping
- safe work practices and procedures

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to operate within a self-directed team. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with operating within a self-directed team or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

RANGE STATEMENT

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.

Team

- A highly developed and cohesive work group in which the individuals have a common aim, and in which the jobs and skills of each member fit in with those of others
- Team members manage day-to-day activities within operating parameters and constraints
- The team is typically characterised by interdependent and complementary effort, high cohesion and culture, conjunctive tasks, effective use of team resources and a focus on continuous improvement
- The team may have a single leader or shared leadership

Principles and practices for effective teamwork

Relating to:

- goals
- problem solving
- resolving conflict
- team leadership
- team decision making
- team rules and norms
- team roles and behaviours
- team maintenance

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Communication
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MEM18001C Use hand tools

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand tools for a variety of general engineering applications.
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Application of the Unit

Application of the unit	<p>Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools.</p> <p>This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine specific/customised tool is used.</p> <p>When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations).</p> <p>Band: A</p> <p>Unit Weight: 2</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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. Use hand tools	<p>1.1. Hand tools are selected appropriate to the task requirements.</p> <p>1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape.</p> <p>1.3. All safety requirements are adhered to before, during and after use.</p> <p>1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use.</p> <p>1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard</p>

ELEMENT	PERFORMANCE CRITERIA
	operational procedures, principles and techniques. 1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- reading and following information on standard operating procedures
- following verbal instructions
- selecting hand tools appropriate to the task
- using hand tools safely
- identifying hand tool defects and marking for repair
- maintaining/sharpening hand tools using appropriate techniques
- storing hand tools in accordance with manufacturers'/standard operating procedures

Required knowledge

Look for evidence that confirms knowledge of:

- applications of different hand tools in a general engineering context
- common faults and/or defects in hand tools
- procedures for marking unsafe or faulty tools for repair
- routine maintenance requirements for a range of hand tools
- storage location and procedures for a range of hand tools
- hazards and control measures associated with using hand tools
- use and application of personal protective equipment
- safe work practices and procedures

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Guidance information for assessment

Range Statement

RANGE STATEMENT	
<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>	
Hand tools	Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types
Job specifications	Finish, tension, size or shape etc.
Routine maintenance	Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics
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MEM30017A Use basic preventative maintenance techniques and tools

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supporting the implementation of a preventative maintenance strategy for a manufacturing enterprise.
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Application of the Unit

Application of the unit	<p>This unit may apply to a range of predictive or proactive maintenance strategies within a manufacturing environment. The unit covers skills to enable participation across the most common preventative maintenance strategies and introduces the most common techniques and statistical tools. All work is undertaken under supervision.</p> <p>Band: 0</p> <p>Unit Weight: 0</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Interpret enterprise maintenance strategy	1.1.Objectives and details of enterprise maintenance strategy are obtained in accordance with enterprise procedures. 1.2.Major techniques and tools for monitoring are confirmed in consultation with key stakeholders and supervisor.
2. Use preventative maintenance techniques and tools	2.1.Techniques and tools are selected and confirmed in consultation with key stakeholders and supervisor in accordance with enterprise requirements. 2.2.Key information and performance indicators required are identified in consultation with key stakeholders and supervisor. 2.3.Data collection is undertaken as required.
3. Interpret results	3.1.Actual information/performance indicators are compared with target levels set by supervisors and/or equipment manufacturers. 3.2.Required adjustments are developed in consultation with key stakeholders and supervisor.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- conducting root cause analysis
- identifying mean time between failures
- basic analysis of the effects of failures
- conducting condition monitoring
- analysing
- assessing
- communicating
- problem solving
- reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- planning and sequencing operations
- checking for conformance to specifications
- checking and clarifying task-related information

Required knowledge

Look for evidence that confirms knowledge of:

- characteristics and strengths of different types of strategies
- characteristics and strengths of different types of techniques and tools
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them
- hazard and control measures associated with using basic preventative maintenance techniques and tools, including housekeeping
- use and application of personal protective equipment
- safe work practices and procedures

Evidence Guide

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to use basic preventative maintenance techniques and tools.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, i.e. the candidate is not in productive work, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using basic preventative maintenance techniques and tools, or other units requiring the exercise of the skills and knowledge covered by this unit.

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required and must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Guidance information for assessment

Range Statement

RANGE STATEMENT	
<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>	
Strategies	May include total productive/preventive maintenance, reliability centred maintenance
Techniques and tools	Includes root cause analysis, mean time between failures, failure modes effects analysis, condition monitoring not involving application of trade skills

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Engineering technician
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MEM30024A Participate in quality assurance techniques

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers participating in quality improvement programs at a basic level.
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Application of the Unit

Application of the unit	<p>This unit applies to all fields of engineering. Skills are applied to working in teams and work is carried out under supervision.</p> <p>Band: 0</p> <p>Unit Weight: 0</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM15001B	Perform basic statistical quality control

Employability Skills Information

Employability skills	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. Interpret and apply quality standards and procedures	1.1. Quality standards and procedures are interpreted and applied to individual and teamwork in accordance with standard operating procedures.
2. Monitor and report on quality	2.1. Quality of all received, in-work and finished materials and products is monitored as required in accordance with standard operating procedures. 2.2. Designated process improvement tools are used either individually or in a team to identify and solve design, development and production quality problems. 2.3. Designated analytical tools are used to evaluate principal causes of process variation in consultation with the team or other subject experts. 2.4. Further action to improve quality is recommended, where required, using standard operating procedures.
3. Assist in implementing approved improvement strategy or strategies	3.1. Key indicators and performance measures are established and agreed in consultation with the team or other subject experts. 3.2. Process, product output is measured against key indicators in consultation with the team or other subject experts. 3.3. Steps are taken to lock in improvements in accordance with standard operating procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- undertaking problem solving
- undertaking basic arithmetic calculations
- interpreting known data
- using standard texts and references
- undertaking simple report writing
- reading and interpreting engineering specifications

Required knowledge

Look for evidence that confirms knowledge of:

- the importance of quality
- the key principles of quality improvement programs
- the influence of variation
- use and application of Australian standards/ ISO 9000 etc.
- quality policy
- quality manuals
- quality procedures
- quality definitions
- purpose of quality audits
- simple sampling techniques and possible sources of sampling error and bias
- simple statistical tools
- problem solving techniques including:
 - process flow charts, interpretation and construction of simple case
 - cause and effect diagrams, fault trees etc.
 - root cause analysis
 - Pareto diagrams

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.

Overview of assessment

A person who demonstrates competency in this unit must be able to participate in quality assurance techniques - basic. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with participating in quality assurance techniques - basic, or other units requiring the exercise of the skills and knowledge covered by this unit.

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

EVIDENCE GUIDE**Guidance information for assessment****Range Statement****RANGE STATEMENT**

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.

Quality standards and procedures

Includes quality programs such as TQC, six sigma etc., quality policy, quality manuals, ISO 9000 and associated quality standards

Process improvement tools

Includes process flow charts, cause and effect diagrams, brainstorming sessions, Pareto diagrams, check sheets, run chart, scatter diagrams etc.

Analytical tools

Can include statistical analysis, critical incident analysis, root cause analysis etc.

Unit Sector(s)**Unit sector****Co-requisite units****Co-requisite units**

Co-requisite units		

Competency field

Competency field	Engineering technician
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MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements

Modification History

Release 1 - New unit of competency

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply functions of computer-aided design (CAD) software programs that are typically used in the production of detail drawings.

Application of the Unit

This unit is suitable for those working within a CAD or drafting work environment and may be applied across engineering and manufacturing environments. It covers competent use of a CAD program to perform basic drawing tasks used in the development of detail drawings. Drawings may include plans, diagrams, charts, circuits, systems or schematics.

This unit includes using computer equipment and selecting software functions in order to generate basic drawing elements.

Work is conducted under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Confirm drawing requirements	1.1	Confirm purpose, scope, and information and presentation requirements for drawing
		1.2	Review available information relevant to project and work requirements, and identify and address further information needs
		1.3	Identify computing equipment and software used in the organisation
		1.4	Identify work flow and procedures for work supervision
		1.5	Examine requirements for presentation of drawings
2	Identify key features of CAD software	2.1	Describe types of CAD software used for detail drafting, their key features and suitability for producing specific drawing outcomes
		2.2	Describe types of CAD software used for design drafting, their key features and suitability for producing specific drawing outcomes
		2.3	Identify differences in CAD process to generate 2-D drawings and 3-D models, and reasons for each presentation
		2.4	Identify differences in CAD process to generate single and multiple view drawings, and reasons for each presentation
		2.5	Identify CAD software used in the organisation and confirm compatibility with other software programs and peripheral equipment
		2.6	Identify software features for linked specifications, catalogues or materials ordering
3	Access software and set up for	3.1	Open software and navigate organisational filing and library system

	drawing work	3.2	Identify organisational and software templates and determine uses
		3.3	Identify organisational symbols, codes and standards to be applied in drafting work and how these are accessed and applied
		3.4	Apply workplace procedures to retrieve and manipulate required information and navigate computing technology
		3.5	Set up working environment
4	Produce basic drawing elements	4.1	Use CAD functions to produce basic drawing elements
		4.2	Use editing and transfer tools and methods to modify drawing elements
		4.3	Apply dimensions, text and symbols to drawing elements
		4.4	Import and export files into/out of working space
		4.5	Generate different views and perspectives
		4.6	Organise presentation of work
5	Complete CAD operations	5.1	Save and file drawing elements according to organisational procedures
		5.2	Print drawing elements and evaluate presentation
		5.3	Evaluate work and identify areas for improvement
		5.4	Close applications, perform CAD housekeeping and maintain organisational filing system

Required Skills and Knowledge

Required skills

Required skills include:

- literacy skills sufficient to read instructions for drawings work

- using computer technologies and navigating software
- numeracy skills sufficient to interpret technical information and determine scaling and layout issues
- navigating software to:
 - manipulate drawing entities
 - modify dimension styles
 - create and use layers
 - manipulate the drawing origin
 - define and utilise symbol libraries
 - utilise grids/grid snaps and object snaps
 - display views at multiple scales
 - add title blocks/frame to layout a drawing for printing
 - prepare advanced drawings in plane orthogonal or equivalent
 - set up prototype drawings
 - define and extract attribute data
 - create bills of materials (BOM) utilising attribute data and third-party application software

Required knowledge

Required knowledge includes:

- general knowledge of different approaches to drawing
- awareness of copyright and intellectual property issues and legislation in relation to drawing
- environmental and occupational health and safety (OHS) issues associated with the tools and materials used for drawing
- quality assurance procedures
- CAD program capabilities and processes

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.

Overview of assessment	A person who demonstrates competency in this unit must be able to use CAD software to produce graphics commonly used in drafting work.
Critical aspects for assessment and evidence required to demonstrate competency in this	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required

unit	<p>knowledge, and be capable of applying the competency in new and different situations and contexts.</p> <p>Specifically the candidate must be able to:</p> <ul style="list-style-type: none">• work within typical site/teamwork structures and methods• apply worksite communication procedures• comply with organisational policies and procedures, including quality requirements• participate in work meetings• comply with quality requirements• use industry terminology• apply appropriate safety procedures• identify drawing work requirements and determine appropriate software functions and features• identify features and uses of CAD software used in detail and design drafting• access and use computing equipment and CAD software functions to produce drawing elements.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with drafting or other units requiring the exercise of the skills and knowledge covered by this unit.</p>

Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways, including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
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Range Statement

CAD software	CAD software may include: <ul style="list-style-type: none">• AutoCAD• Inventor• Revit• Solidworks• ProSteel• XSteel• other programs
Key features	Key features may include: <ul style="list-style-type: none">• 2-D• 3-D modelling• built-in specifications• file import/export• save• undo• scale
Specific drawing outcomes	Specific drawing outcomes may include <ul style="list-style-type: none">• 2-D• 3-D modelling• drawings for specific engineering applications• orthographic/isometric/perspectives/schematics
Basic drawing elements	Basic drawing elements may include: <ul style="list-style-type: none">• points, line angles, circles, arcs, planes, figures

	<p>and solids</p> <ul style="list-style-type: none">• squares, rectangles and triangles• bisected lines and dividing lines• polygon, ellipse, spline, dimension and hatch
Editing and transfer tools and methods	<p>Editing and transfer tools and methods may include:</p> <ul style="list-style-type: none">• delete, fillet, chamfer, erase, trim/extend, break, undo and redo commands• zooming and panning• moving, copying, rotating and mirroring• polar and rectangular duplication• object snaps• dimensions• selecting entities• dividing• scaling• measuring• grouping

Unit Sector(s)

Drawing, drafting and design

Custom Content Section

Not applicable.

MEM30033A Use computer-aided design (CAD) to create and display 3-D models

Modification History

Release 1 - New unit of competency

Unit Descriptor

This unit of competency covers using a computer-aided design (CAD) program to produce and plot basic 3-D view drawings.

Application of the Unit

This unit applies to the production of 3-D models using CAD software and associated equipment. This will include the use of region and solid modelling techniques, section views and pre-drawn library files. Work also includes extraction of properties and application of basic rendering techniques.

All work is conducted under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Confirm drawing requirements	1.1	Confirm purpose, scope and information and presentation requirements for drawing
		1.2	Identify, interpret and analyse available information relevant to project and work requirements, and identify and address further information needs
		1.3	Identify computing equipment and software used in the organisation
		1.4	Identify work flow and procedures for work supervision and confirm communication requirements through project
		1.5	Examine requirements for presentation of drawings
2	Create and display 3-D views	2.1	Set up a 3-D environment on the screen to allow multiple viewing
		2.2	Create 3-D views on the screen by manipulation of drawing planes and insertion of 3-D geometric shapes
		2.3	Draw on any plane of the 3-D view
		2.4	Use editing functions to modify 3-D geometric shapes in creating 3-D views
		2.5	Produce wire line, surface and solid face displays in isometric, perspective and orthographic projections
3	Detail 3-D model	3.1	Extract the mass and surface area of a given solid model made from a nominated material
		3.2	Apply basic rendering techniques to render solid model to a specified set of criteria
4	Save completed	4.1	Save file in an appropriate format to enable retrieval and

drawing file in
various formats

- 4.2 use in a CAD system
- 4.2 Save file in other formats to enable retrieval in other software applications

Required Skills and Knowledge

Required skills

Required skills include:

- reading and interpreting engineering specifications
- organising information
- using computer and peripherals
- using CAD program
- saving 3-D modes in various file formats
- preparing drawings in plane orthogonal, isometric projection or equivalent

Required knowledge

Required knowledge includes:

- region modelling techniques
- solid modelling techniques
- development of sectioned models
- use of cutting plane
- use of cross hatching
- use of pre-drawn library files and primitives to produce a 3-D model
- use of third level software to produce 3-D models
- how to extract mass and area properties
- how to extract area properties from region models
- application of basic rendering techniques to a 3-D model

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.

Overview of assessment	A person who demonstrates competency in this unit must be able to use CAD to create and display 3-D models.
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Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.</p> <p>Specifically the candidate must be able to:</p> <ul style="list-style-type: none"> • work within typical site/teamwork structures and methods • apply worksite communication procedures • comply with organisational policies and procedures, including quality requirements • participate in work meetings • comply with quality requirements • use industry terminology • apply appropriate safety procedures • identify modelling work requirements and determine appropriate software functions and features • apply CAD functions to produce a rendered 3-D model to Australian Standard (AS) 1100.101–1992 Technical drawing – General principles.
Context of and specific resources for assessment	<p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using CAD to create and display 3-D models or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	<p>Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways, including direct observation, supervisor's reports, project work,</p>

	samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
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Range Statement

Multiple viewing	Multiple viewing includes: <ul style="list-style-type: none">• top views• front and side views• general 3-D view
3-D geometric shapes	3-D geometric shapes may include: <ul style="list-style-type: none">• arcs and lines• spheres• cones• cylinders• boxes

Unit Sector(s)

Drawing, drafting and design

Custom Content Section

Not applicable.

MSAENV272B Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This competency covers the outcomes required to effectively measure current resource use and carry out improvements including those reducing negative environmental impacts of work practices.</p> <p>This unit is based on the sustainability guideline standard GCSSUS01A Participate in environmentally sustainable work practices.</p>
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Application of the Unit

Application of the unit	<p>This competency applies to operators/team members who are required to follow procedures so as to work in an environmentally sustainable manner. This ensures regulatory compliance and also aims at minimising environmental risks and maximises the environmental performance of the process and the organisation.</p> <p>It includes:</p> <ul style="list-style-type: none">• Resources used• Potential environmental hazards• Improving environmental performance (within scope of competency and authority). <p>This competency applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office, warehouse etc. This unit will need to be appropriately contextualised as it is applied across an</p>
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	organisation and across different industry sectors.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit has no prerequisites	

Employability Skills Information

Employability skills	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. Identify current resource use and environmental issues.	1.1. Identify workplace <i>environmental and resource efficiency issues</i> . 1.2. Identify resources used in own work role. 1.3. <i>Measure</i> and record current usage of resources using <i>appropriate techniques</i> .

ELEMENT	PERFORMANCE CRITERIA
	1.4. Identify and report workplace environmental hazards to appropriate personnel.
2. Comply with environmental regulations.	2.1. Follow <i>procedures</i> to ensure <i>compliance</i> . 2.2. Report environmental incidents to appropriate personnel.
3. Seek opportunities to improve environmental practices and resource efficiency.	3.1. Follow <i>enterprise plans</i> to improve environmental practices and resource efficiency. 3.2. Make <i>suggestions</i> for improvements to workplace practices in own work area.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills include the ability to:

- report as required by procedures
- follow procedures and instructions and respond to change
- ask questions and seek clarifications relating to work requirements

Reading and writing is required in order to interpret required procedures and complete required workplace forms/reports.

Numeracy is required to interpret numeric workplace information, readings and measurements, handle data as required and complete numeric components of workplace forms/reports.

Required knowledge

Competency includes sufficient knowledge to:

- have a basic understanding of sustainability
- know the environmental hazards/risks, resource use and inefficiencies associated with own workplace (at an appropriate level)
- know the relevant environmental and resource efficiency systems and procedures for own work area
- know the impact of laws and regulations to a level relevant to the work context

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.

Overview of assessment

A person who demonstrates competence in this unit must be able to provide evidence of the ability to follow workplace procedures according to instructions given and to participate in the improvement of environmental and resource efficient work practices at own level of responsibility. Evidence must be strictly relevant to the particular workplace role.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- identify and measure resources used in their job
- identify situations likely to lead to an environmental incident
- follow procedures related to environmental performance.

Consistent performance should be demonstrated. For example, look to see that:

- work is routinely to procedures
- the minimum of resources is used consistent with the job requirements, good practice and the procedures.

Context of and specific resources for assessment

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Depending on the selected methods of assessment access may be required to:

- workplace procedures and plans
- documentation in relation to production, waste, overheads, hazard control/management
- reports from supervisors/managers
- case study/scenarios

Method of assessment

A holistic approach should be taken to the assessment.

Competence in this unit may be assessed:

- by demonstration in the workplace

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • using targeted questioning for appropriate portions • by use of a suitable simulation and/or a range of case studies/scenarios • by a combination of these techniques. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment.</p>
Guidance information for assessment	Assessors need to be aware of any cultural issues that may affect responses to questions. Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
<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>	
Procedures	All operations are performed in accordance with procedures including all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.
Environmental and resource efficiency issues	<p>Environmental and resource efficiency issues include minimisation of environmental risks and maximisation of opportunities to improve business environmental performance and to promote more efficient production and consumption of natural resources, for example by:</p> <ul style="list-style-type: none"> • minimisation of waste, through implementation of the waste management hierarchy

RANGE STATEMENT	
	<ul style="list-style-type: none"> • efficient and effective use of energy and other resources • seeking alternative sources of energy • efficient use of materials and appropriate disposal of waste • use of controls to minimise the risk of environmental damage from hazardous substances • efficient water use • reducing emissions • life cycle analysis applied to issues such as energy supply, materials, transport, production
Measure	<p>Measure should be interpreted in a manner consistent with the scope of the job and may include things like:</p> <ul style="list-style-type: none"> • counting the number of items entering/leaving a work area • reading indicators in the work area • obtaining relevant information from support personnel • other simple means
Appropriate techniques	<p>Appropriate techniques include:</p> <ul style="list-style-type: none"> • material fed to/consumed by plant/equipment • plant meters and gauges • job cards including kanbans • examination of invoices from suppliers • measurements made under different conditions • examination of relevant information and data.
Compliance	<p>Compliance includes meeting relevant federal, state and local government laws, by-laws, regulations and mandated codes of practice. It also includes any codes and standards that the enterprise applies voluntarily.</p>
Incidents	<p>Incidents include:</p> <ul style="list-style-type: none"> • breaches or potential breaches of regulations • occurrences outside of standard procedure which may lead to lower environmental performance.
Enterprise plans	<p>Enterprise plans include:</p>

RANGE STATEMENT	
	<ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste, increase efficiency of water/energy use, minimise environmental hazards
Suggestions	<p>Suggestions include ideas that help to:</p> <ul style="list-style-type: none"> • prevent and minimise environmental risks and maximise opportunities • reduce emissions of greenhouse gases • reduce use of non-renewable resources • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • reduce waste • increasing the reusability/recyclability of wastes/products • reduce water usage and/or water wastage.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Competitive manufacturing tools
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Co-requisite units

Co-requisite units		

MSAENV472B Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This competency covers the outcomes required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.</p> <p>This unit is based on the sustainability guideline standard GCSSUS02A Implement and monitor environmentally sustainable work practices.</p>
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Application of the Unit

Application of the unit	<p>This competency applies to those who have responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.</p> <p>It includes:</p> <ul style="list-style-type: none">• Identifying areas for improvement• Developing plans to make improvements• Implementing and monitoring improvements in environmental performance. <p>This competency applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office, warehouse etc. This unit will need to be appropriately contextualised as it is applied across an organisation and across different industry sectors.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit has no prerequisites	

Employability Skills Information

Employability skills	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. Investigate current practices in relation to resource usage.	1.1 Identify environmental regulations applying to the enterprise. 1.2 Assess procedures for assessing <i>compliance</i> with environmental regulations. 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate. 1.4 Measure and record current resource usage by members of the work group.

ELEMENT	PERFORMANCE CRITERIA
	1.5 Analyse and record current purchasing strategies. 1.6 Analyse current work processes to access information and data and assist in identifying areas for improvement.
2. Set targets for improvements.	2.1 Seek input from stakeholders, key personnel and specialists. 2.2 Access external sources of information and data as required. 2.3 Evaluate alternative solutions to workplace environmental issues. 2.4 Set efficiency targets.
3. Implement performance improvement strategies.	3.1 Source <i>techniques/tools</i> to assist in achieving targets. 3.2 Apply continuous improvement strategies to own work area of responsibility and communicate ideas and possible solutions to the work group and management. 3.3 Integrate environmental and resource efficiency improvement plans for own work group with other operational activities and implement them. 3.4 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon them where appropriate. 3.5 Implement costing strategies to fully value environmental assets.
4. Monitor performance.	4.1 Document outcomes and communicate reports on targets to key personnel and stakeholders. 4.2 Evaluate strategies. 4.3 Set new targets and investigate and apply new tools and strategies. 4.4 Promote successful strategies and reward participants where possible.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills include:

REQUIRED SKILLS AND KNOWLEDGE

- using relevant environmental and resource efficiency systems, tools and procedures
- applying quality assurance systems relevant to own work area
- applying relevant supply chain procedures
- measurement and calculation techniques
- communication/consultation skills to ensure information is supplied to the work group

Reading and writing is required to comprehend documentation and interpret environmental and energy efficiency requirements and to document and maintain records

Numeracy is required to interpret numeric workplace information, readings and measurements, handle data as required and complete numeric components of workplace forms/reports.

Required knowledge

Required knowledge includes:

- how to access and use relevant environmental and resource efficiency systems, tools and procedures
- understanding of best practice approaches relevant to own area of responsibility
- strategies to maximise opportunities and minimise impacts relevant to own work area
- relevant environmental and resource efficiency issues specific to industry practices
- methods for measuring and calculating resource usage

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.

Overview of assessment

A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • monitor and investigate current resource usage • develop plans to improve sustainability • implement environmental improvements. <p>Consistent performance should be demonstrated. For example, look to see that:</p> <ul style="list-style-type: none"> • environmental performance is routinely monitored and investigated • areas for improvements are followed through and the implemented changes are in turn monitored and investigated.
Context of and specific resources for assessment	<p>This section should be read in conjunction with the range of variables for this unit of competency. Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.</p> <p>Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation.</p> <p>A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.</p> <p>Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.</p>
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed:</p> <ul style="list-style-type: none"> • by demonstration in the workplace • using targeted questioning for appropriate portions • through use of specific project(s) • by use of a suitable simulation and/or a range of case studies/scenarios • by a combination of these techniques. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or</p>

EVIDENCE GUIDE	
	similar assessment.
Guidance information for assessment	<p>Assessors need to be aware of any cultural issues that may affect responses to questions.</p> <p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.</p>

Range Statement

RANGE STATEMENT	
<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>	
Procedures	<p>All operations are performed in accordance with procedures.</p> <p>Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.</p> <p>Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.</p>
Environmental and resource efficiency issues	<p>Environmental and resource efficiency issues include:</p> <ul style="list-style-type: none"> addressing environmental and resource sustainability initiatives such as Environmental Management Systems, action plans, surveys and audits reference to standards, guidelines and approaches such as: <ul style="list-style-type: none"> ISO 14001 Environmental Management Systems Life Cycle Analyses

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Cradle to cradle • Global Reporting Initiative • Ecological footprinting • Triple Bottom Line reporting • Product Stewardship • determining enterprise's most appropriate waste treatment including waste to landfill, recycling, re-use and wastewater treatment • applying the waste management hierarchy in the workplace • initiating and/or maintaining appropriate enterprise procedures for operational energy consumption, including stationary energy and non stationary (transport) • efficient use of water • minimising greenhouse gas emissions • use of controls to minimise the risk of environmental damage from hazardous substances
Measure	<p>Measuring techniques include:</p> <ul style="list-style-type: none"> • material fed to/consumed by plant/equipment • plant meters and gauges • job cards including kanbans • examination of invoices from suppliers • measurements made under different conditions • examination of relevant information and data • others as appropriate to the specific industry contexts.
Techniques and tools	<p>Techniques and tools may includeÂ :</p> <ul style="list-style-type: none"> • visual workplace concepts • measurement, display and/or recording devices • changed work practices/procedures • competence development and awareness training • process and equipment items
Compliance	<p>Compliance includes meeting relevant federal, state and local government laws, by-laws, regulations and codes of practice.</p>
Incidents	<p>Incidents include:</p>

RANGE STATEMENT	
	<ul style="list-style-type: none"> • breaches or potential breaches of regulations • occurrences outside of standard procedure which may lead to lower environmental performance
Purchasing strategies	<p>Purchasing strategies include:</p> <ul style="list-style-type: none"> • influencing suppliers to take up environmental sustainability • selecting materials/components with a lower environmental profile.
Stakeholders, key personnel and specialists	<p>Stakeholders, key personnel and specialists include individuals and groups both inside and outside the organisation that have some direct interest in the enterprise's conduct, actions, products and services, including:</p> <ul style="list-style-type: none"> • employees at all levels of the organisation • customers • suppliers • other organisations • key personnel within the organisation, and specialists outside it who may have particular technical expertise
Suggestions	<p>Suggestions includes ideas that help to:</p> <ul style="list-style-type: none"> • prevent and minimise environmental risks and maximise opportunities • reduce emissions of greenhouse gases • reduce use of non-renewable resources • make more efficient use of energy, water and other resources • maximise opportunities to re use and recycle materials • identify strategies to offset or mitigate environmental impacts. e.g. purchasing of carbon credits • express purchasing power through the selection of suppliers with improved environmental performance. e.g. purchasing renewable energy and materials with lower embedded carbon • eliminate the use of hazardous and toxic materials increasing the reusability/recyclability of wastes/products.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Competitive manufacturing tools
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Co-requisite units

Co-requisite units		

MSAENV672B Develop workplace policy and procedures for environmental sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This competency covers the outcomes required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.</p> <p>This unit is based on the sustainability guideline standard GCSSUS03A Develop workplace policy and procedures for sustainability.</p>
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Application of the Unit

Application of the unit	<p>This competency applies to team leaders/supervisors/managers who are required to develop approaches to environmental sustainability within workplaces, including the development and implementation of policy.</p> <p>It includes:</p> <ul style="list-style-type: none">• Communicating with relevant stakeholders• Developing and monitoring sustainability policies• Reviewing and improving sustainability policies. <p>This competency applies to all sectors of the manufacturing industry. It may also be applied to all sections of an organisation, including office, warehouse etc.</p> <p>This unit will need to be appropriately contextualised as it is applied across an organisation and across different industry sectors.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit has no prerequisites	

Employability Skills Information

Employability skills	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. Develop workplace sustainability policy.	1.1 Define <i>scope of sustainability policy</i> . 1.2 Identify and consult <i>stakeholders</i> as a key component of the policy development process. 1.3 Review environmental sustainability <i>strategies</i> relevant to all stages of work covered by the policy 1.4 Make recommendations for policy options based on likely effectiveness, timeframes and cost. 1.5 Develop policy is that reflects the organisation's commitment to sustainability as an integral part of the

ELEMENT	PERFORMANCE CRITERIA
	business planning and as a business opportunity. 1.6 Agree upon appropriate methods of implementation.
2. Communicate the policy.	2.1 Promote the policy, including its expected outcome to key stakeholders. 2.2 Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned.
3. Implement the policy.	3.1 Develop and communicate procedures to help implement the policy. 3.2 Implement <i>strategies</i> for continuous improvement in resource efficiency. 3.3 Establish record systems for tracking continuous improvements in sustainability approaches and assign responsibilities.
4. Review policy implementation	4.1 Record outcomes and provide feedback to key personnel and stakeholders. 4.2 Investigate success or otherwise of policy. 4.3 Monitor records to identify trends that may require remedial action, and use to promote continuous improvement of performance. 4.4 Modify policy and or <i>procedures</i> as required to ensure improvements are made.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills include:

- developing and implementing systems and procedures to aid in the achievement of sustainability in the workplace
- applying quality assurance systems relevant to own enterprise
- accessing and applying other relevant enterprise policies, procedures and protocols
- relevant industry competency
- interpreting business/strategic plans

This unit requires the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- read and evaluate complex and formal documents such as policy and legislation
- research, analyse and present information
- prepare written reports requiring precision of expression and language and structures suited to the intended audience
- adjust communication to suit different audiences
- deal with different points of view and dissenting stakeholders.

Required knowledge

Required knowledge includes:

- understanding of relevant policy development and implementation processes and practices
- understanding of the principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- best practice approaches relevant to own work area
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy/s being developed

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.

Overview of assessment

A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- develop relevant policy and procedures that comply with the regulatory requirements and business plans
- develop a workable implementation strategy
- include measurable criteria for reviewing improvement.

Consistent performance should be demonstrated. For

EVIDENCE GUIDE	
	<p>example, look to see that:</p> <ul style="list-style-type: none"> • policy implementation is reviewed • policy is developed to become part of the routine practices of the organisation.
Context of and specific resources for assessment	<p>This section should be read in conjunction with the range of variables for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation.</p> <p>A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.</p> <p>Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.</p>
Method of assessment	<p>Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.</p> <p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed:</p> <ul style="list-style-type: none"> • by demonstration in the workplace • using targeted questioning for appropriate portions • through use of specific project(s) • by use of a suitable simulation and/or a range of case studies/scenarios • by a combination of these techniques. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment.</p>
Guidance information for assessment	<p>Assessors need to be aware of any cultural issues that may affect responses to questions.</p> <p>Assessment processes and techniques must be culturally</p>

EVIDENCE GUIDE

	appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.
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Range Statement**RANGE STATEMENT**

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.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Scope of sustainability policy

Scope of sustainability policy include:

- The area/s of environmental sustainability to be targeted and whether social and economic sustainability will be incorporated
- The parts of the enterprise to which it is to apply, including whether it is for the whole enterprise, one site, one work area or combinations of these
- An investigation of the particular business and market context of the industry/ enterprise
- Addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
 - ISO 14001 Environmental Management Systems
 - Life Cycle Analyses

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Cradle to grave/cradle to cradle • Global Reporting Initiative • Ecological Footprint Assessment • Triple Bottom Line reporting • Product Stewardship.
Stakeholders	<p>Stakeholders include individuals and groups both inside and outside the organisation that have some direct interest in the enterprise's conduct, actions, products and services, including:</p> <ul style="list-style-type: none"> • employees at all levels of the organisation • customers • suppliers • regulators • other organisations.
Strategies	<p>Implementation strategies include:</p> <ul style="list-style-type: none"> • awareness raising among stakeholders • training of staff in principles and techniques of sustainability • promotional activities. <p>Continuous improvement strategies include ongoing measuring, improving and monitoring such as:</p> <ul style="list-style-type: none"> • Plan, do, check, act cycles • Kaizen (continuous improvement) • Kaizen blitz (breakthrough improvement event) • Six sigma approaches <p>Environmental sustainability strategies include:</p> <ul style="list-style-type: none"> • reducing toxic material and hazardous chemical use • minimising resource use through changes in processes, facility design and management • supply chain and life cycle management approaches • sourcing renewable energy and low carbon footprint materials • reducing, re-using, recycling and waste

RANGE STATEMENT

	reduction <ul style="list-style-type: none"> • product and process improvements • carbon offsets • reducing greenhouse gas and other emissions
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Competitive manufacturing tools
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Co-requisite units

Co-requisite units		

MSAPMOHS100A Follow OHS procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

On completion of this unit, the worker will be able to recognise hazards commonly occurring at the workplace and follow health and safety instructions and procedures in the workplace.

Application of the Unit

Application of this unit

This competency applies to workers who are required to follow OHS instructions and procedures relating to the work being undertaken. Workers will be aware of the importance of maintaining their own health and safety and the health and safety of others in the workplace. Individual workers will also be capable of dealing with incidents and emergencies within their own scope of responsibility and under the direction of the supervisor.

While the instructions and procedures must be derived from the relevant organisation OHS policies, the worker is not required to understand or interpret these policies. This interpretation should be undertaken by the supervisor when informing workers of the OHS requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Recognise hazards.	1.1 Identify hazards commonly found in the workplace. 1.2 Check work area routinely before and during work. 1.3 Describe causes of identified hazards.
2. Follow procedures for hazard control.	2.1 Follow procedures to remove or minimise hazards, within the scope of responsibilities and competencies. 2.2 Use required personal protective and other safety equipment. 2.3 Describe the potential consequences of failing to follow these procedures and instructions.
3. Follow emergency procedures.	3.1 Recognise emergency/emergency alarm. 3.2 Go to muster point following procedure. 3.3 Follow instructions related to the emergency.
4. Report problems.	4.1 Report to appropriate people in accordance with workplace procedures when hazards arise.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding is required of the workplace occupational health and safety (OHS) system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation.

Awareness is required that OHS issues are regulated by State/Territory Acts, regulations, codes of practice and industry standards.

Employees need to be able to follow OHS procedures.

Competence includes the ability to apply and describe procedures for:

- recognising hazards in the workplace
- recognising safety signs and symbols
- recognising hazards commonly found in the workplace and standard controls
- reporting hazards identified to the designated person/according to procedure.

Competence also includes the ability to:

- describe the rights and responsibilities of employees under the OHS legislation
- use and maintain appropriate PPE where required
- communicate OHS issues
- locate and follow OHS procedures under direct supervision.

Language, literacy and numeracy requirements

This unit requires the ability to recognise and interpret safety signs and other basic safety information. It also requires the ability to report hazards in an appropriate way and to follow emergency instructions.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations that will include disruptions to normal, smooth operation.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- describe the workplace OHS system and know the importance of critical procedures
- recognise potential situations requiring action
- implement appropriate corrective action.

Emphasis should be on the ability to avoid a critical incident rather than on recovery from a disaster.

Consistent performance should be demonstrated. For example, look to see that:

- hazards and application of appropriate risk controls are known
- other hazards in the workplace that may arise are known and reporting/taking actions are according to procedure.

Assessment method and context

Assessment for this unit of competency will be on a manufacturing site or in a manufacturing environment.

Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual work environment and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the work environment (during demonstration of normal operations and walk throughs of abnormal operations) and off the job.

Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

Assessment will require access to a manufacturing plant or working environment over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios, case studies, and 'what ifs' will be required, as will a bank of questions which will be used to check the reasoning behind the 'observable actions.'

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit of competency describes OHS requirements applicable for all workers whose work involves the use of workplace policies and procedures to maintain a safe work environment for themselves and others.

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards and hazard causes

Known hazards, such as those identified in procedures or training, are recognised. The underlying causes of these identified hazards are also described, eg *the identified hazard is slipping, the cause is spilled granules*.

Tools and equipment

This competency includes use of and checks on equipment and tools such as:

- housekeeping checks, such as obstructions on the floor which may create slip/trip hazard
- guards in place
- equipment in safe condition
- work area clear and organised
- nothing unusual/different
- emergency equipment available
- PPE is functional.

Hazards

Typical hazards include:

- handling chemicals and hazardous materials
- chemical and or hazardous materials spillage
- gases and liquids under pressure
- moving machinery
- materials handling
- working at heights, in restricted or confined spaces, or environments subjected to heat, noise, dusts or vapours
- fire and explosion.

Problems

Reporting problems means 'apply procedures to recognise and report hazards'.

Typical problems may include:

- recognition of hazards
- problems encountered in controlling risks associated with hazards
- observation of an injury and/or incident which occurred in the workplace
- clarification of understanding of OHS policies and procedures.

Personnel

Appropriate personnel for OHS referrals may include:

- employer
- supervisor
- employees elected as OHS representatives
- other personnel with OHS responsibilities.
-

Unit Sector(s)

Not applicable.

MSAPMOHS200A Work safely

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

On completion of this unit, the worker will be able to identify Occupational Health and Safety (OHS) hazards, and assess risk, as well as follow instructions and procedures in the workplace with minimal supervision. The worker will also be capable of participating in and contributing to OHS management issues.

Application of the Unit

Application of this unit

This competency applies to all workers as they carry out their normal day to day activities in a safe manner in compliance with legislative requirements and their duty of care.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify hazards and assess risk.	1.1 Identify hazards in the work area before and during work. 1.2 Assess risks for the identified hazards. 1.3 Identify controls for these hazards from procedures. 1.4 Review effectiveness of controls within the scope of authority. 1.5 Identify and report remaining risk.
2. Follow procedures for risk control.	2.1 Control risks when working under minimal supervision by following workplace procedures. 2.2 Select, use and maintain relevant personal protective equipment (PPE). 2.3 Handle and store hazardous materials safely.
3. Follow emergency procedures	3.1 Recognise emergency situations. 3.2 Take appropriate initial emergency action. 3.3 Follow procedures for dealing with a range of emergencies.

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
4. Initiate suggestions to	4.1 Raise OHS issues with designated personnel in

ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
enhance task/job-specific safety.	accordance with workplace procedures and relevant requirements of OHS legislation. 4.2 Contribute to participative arrangements for OHS management in the workplace within organisation procedures and the scope of responsibilities and competencies. 4.3 Provide input to minimise hazards in work area in line with organisation OHS procedures. 4.4 Provide input to opportunities for development of work group's competencies in relation to OHS. 4.5 Support the implementation of procedures to control risks using the hierarchy of control and in accordance with organisation procedures. 4.6 Report to appropriate people in accordance with workplace procedures when non-routine hazards arise.
5. Apply knowledge of OHS legislation and the organisation OHS policies and procedures	5.1 Follow workplace procedures to achieve a safe working environment in accordance with all relevant OHS legislation, including codes of practice relating to particular hazards within the workplace or industry. 5.2 Identify the rights and responsibilities of employees and employers under the relevant OHS legislation. 5.3 Complete (personally or with assistance) hazard, accident or incident reports as required by workplace procedures and relevant sections of OHS legislation.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding is required of the workplace OHS system and relevant industry standards, sufficient to participate in OHS activities and within the scope of work responsibilities and competencies.

Competence includes the ability to apply and describe:

- the identification of hazards and hazardous areas

- methods for assessing risk
- the identification of standard controls for the hazards
- a simple evaluation of the effectiveness of the controls
- an awareness of the need for further action
- the rights and responsibilities of employees under the OHS legislation
- management systems and procedures for OHS
- the hierarchy of control
- hazard policies, procedures and information
- safety procedures
- emergency, fire and accident procedures
- emergency procedures for handling hazardous materials
- consequences of inappropriate handling of hazardous materials.

Competence also requires the ability to:

- locate, understand and follow workplace OHS procedures
- identify and interpret signs and symbols, including emergency alarms
- recognise hazards common to the industry and in their own workplace
- locate sources of OHS information within the workplace
- select and use personal protective clothing and equipment
- correctly use equipment for handling of chemicals/materials
- interpret and apply relevant Material Safety Data Sheets (MSDS).

Language, literacy and numeracy requirements

This unit requires the ability to read and apply hazard information in the workplace and make suggestions to enhance safety.

Writing is required to the level of completing required safety/incident reports.

Numeracy is required to complete incident reports and interpret hazard information.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations that will include disruptions to normal, smooth operation.

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

Consistent safe working is the critical aspect for which evidence should be sought.

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- recognise potential situations requiring action
- implement appropriate corrective action.

Consistent performance should be demonstrated. For example, look to see that relevant workplace procedures are understood, in particular:

- hazard policies and procedures
- emergency, fire and accident procedures
- procedures for the use of personal protective clothing and equipment
- hazard identification and risk assessment procedures.

The following should also be known and understood:

- the hazards and potential risks in the workplace
- the consultation processes, either general or specific to OHS
- OHS information (what is there and how to access it)
- specific hazard policies procedures.

These aspects may be best assessed using a range of scenarios/case studies and 'what ifs' as the stimulus with a walk through forming part of the response. These assessment activities should cover a range of problems, including new, unusual and extreme situations, which may have been generated from the past incident history of the workplace, incidents on similar plants around the world, hazard analysis activities and similar sources.

Assessment method and context

Assessment for this unit of competency will be on a manufacturing site or in a manufacturing environment.

Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the workplace (during demonstration of normal operations and walk throughs of abnormal operations) and off the job.

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

Specific resources for assessment

Assessment will require access to a manufacturing environment over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies and 'what ifs' will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit of competency describes OHS requirements applicable for all workers whose work involves the use of workplace policies and procedures to maintain a safe work environment for themselves and others.

It is expected that workers will be provided with clear directions, information, instruction, training and appropriate supervision regarding the relevant State/Territory OHS legislation, codes of practice, relevant industry standards, workplace procedures and work instructions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Identify hazards

Hazard identification is the identification of known hazards in the workplace such as might be included in procedures, training and other workplace methods of identifying hazards.

Assess risks

Risk assessment is used in compliance with the relevant OHS acts and regulations. Assessment is to the extent required by the acts and regulations and is as relevant to the job.

Identify hazard controls

Identification of hazard controls is identifying the controls specified in the procedures or similar. Reviewing their effectiveness includes checking that they are in place and operational in accordance with standard procedure.

Tools and equipment

This competency includes use of equipment and tools such as:

- PPE
- handling aids
- other safety equipment.

Personal Protective Equipment (PPE)

Typical PPE includes:

- hard hats
- goggles/glasses/face shields

- hearing protection (ear muffs, plugs)
- dusk masks/canister masks/ SCBA/ long range breathers
- gloves/gauntlets
- safety boots
- antistatic equipment
- overalls/aprons/acid jackets/pants.

Selecting and using PPE includes:

- outlining the functions for each type of PPE used in the work environment
- identifying the situations in which specific types of PPE would be used
- using PPE correctly as required in a working environment.

Hazards

Typical hazards include:

- handling chemicals and hazardous materials
- chemical and or hazardous materials spillage
- gases and liquids under pressure
- moving machinery
- materials handling
- working at heights,
- confined spaces
- heat
- noise
- dusts or vapours
- fire and explosion
- dangerous goods.

Personnel

Appropriate personnel for OHS referrals may include:

- employer
- supervisor
- employees elected as OHS representatives
- other personnel with OHS responsibilities.

OHS Issues

OHS issues which may need to be raised by workers with designated personnel may include:

- recognition of hazards/methods of identifying hazards
- problems encountered in controlling risks associated with hazards (any of the controls as per the hierarchy of control which are relevant)
- observation of an injury and/or incident which occurred in the workplace
- clarification of understanding of OHS policies and procedures.

Recognise emergency situation

Recognition of emergency situations is from alarms, signals or other obvious mechanisms in the workplace.

Unit Sector(s)

Not applicable.

MSAPMOHS300A Facilitate the implementation of OHS for a work group

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

On completion of this unit, the worker will be able to implement and monitor defined OHS policies and procedures for a work group or area, within their scope of responsibilities.

Application of the Unit

Application of this unit

This competency applies to operators who are capable of coaching the team in participating and contributing to OHS management issues. The worker will be able to perform duties that are required of a safety committee member or safety representative in an organisation. Typically this worker might be a team leader or on the OHS committee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has the prerequisite of *MSAOHS200A Work safely*.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Communicate OHS information for co-workers in team.	1.1 Accurately and clearly explain to the work group basic OHS rights, responsibilities and requirements. 1.2 Provide, in a readily accessible manner, information on the relevant organisation OHS policies, procedures and programs, and accurately and clearly explain them to the work group. 1.3 Regularly provide relevant information about identified hazards and the outcomes of risk assessment and risk control procedures, and accurately and clearly explain them to the work group.
2. Coach co-workers in team.	2.1 Establish mutual support groups, eg buddy system, to encourage effective development of individual and group competencies in OHS. 2.2 Provide personal encouragement and assistance to team members to contribute to the management of OHS at the workplace.
3. Facilitate the consultative process.	3.1 Deal with, and promptly resolve, issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures. 3.2 Seek input from work group on OHS issues and proposed changes to process, procedures or work place. 3.3 Encourage and use feedback from individuals and teams to identify and implement improvements in the

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	management of OHS. 3.4 Promptly inform the work group of the outcomes of consultation over OHS issues.
4. Implement and monitor organisation procedures for identifying hazards, and assessing and controlling risk.	4.1 Implement and monitor adherence to work procedures to identify hazards and assess and control risk. 4.2 Monitor existing risk control measures and report results regularly. 4.3 Access internal and external sources of relevant OHS information. 4.4 Evaluate and identify inadequacies in existing risk control measures in accordance with the hierarchy of control, and report to designated personnel. 4.5 Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel. 4.6 Identify actual/potential inadequacies in procedures and report to designated personnel. 4.7 Identify actual/potential inadequacies in individual or team competency and report to designated personnel.
5. Maintain and use OHS records.	5.1 Accurately and legibly complete OHS records for work area, in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of occupational injury and disease. 5.2 Use aggregated information from the area OHS records to identify hazards and monitor risk control procedures within work area according to procedures and within scope of responsibilities and competencies.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of the workplace OHS system and State OHS legislative requirements, codes of practice and relevant industry standards sufficient to implement and monitor OHS activities for a work group or area within the scope of their responsibilities and competencies.

In these industries which are characterised by high potential hazard, employees need to exercise their duty of care responsibilities not only within the general OHS Acts and regulations, but also within those State and national standards applying to hazardous substances, dangerous goods and major hazards.

Competence includes the ability to apply and describe the:

- identification of hazards in the workplace and standard controls
- assessment of risk and implementation of risk control measures
- rights and responsibilities of employees under OHS legislation
- obligations of employers under the OHS legislation
- legislative requirements for information and consultation
- arrangements for consultation within the workplace
- management systems and procedures for OHS
- the hierarchy of control
- hazard policies and procedures
- safety procedures
- emergency, fire and accident procedures.

Competence also requires the ability to:

- locate, understand and follow workplace OHS procedures
- identify and communicate with all key personnel in the organisation
- identify and access relevant sources of information
- interpret OHS data such as tables of numbers and graphs
- select, recommend and use personal protective clothing and equipment.

Language, literacy and numeracy requirements

This unit requires the ability to communicate with members of the work team/area and also management. It also requires the ability to interpret and apply OHS procedures and explain them to work team members.

Writing is required to the level of being able to keep records as required and also keep notes from meetings.

Numeracy is required to interpret incident statistics and hazard data.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations that will include disruptions to normal, smooth operation.

Where the assessee does not currently possess evidence of competency in *MSAOHS200A Work safely*, it may be co-assessed with this unit.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- communicate effectively with the work group(s)
- proactively promote consultation and participation in the OHS processes
- participate in decisions which impact on OHS for their workgroup.

Consistent performance should be demonstrated. In particular look for knowledge and understanding of:

- specific hazard policies and the use of hazard procedures (eg identify, assess, control)
- the consultation processes, either general or specific to OHS
- OHS information
- OHS record keeping
- counselling, disciplinary and issue resolution processes.

These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should cover a range of problems, including new, unusual and extreme situations that may have been generated from the past incident history of the workplace, incidents on similar plants around the world, hazard analysis activities and similar sources.

Assessment method and context

Assessment for this unit of competency will be on a processing plant or in a manufacturing environment.

Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the workplace (during demonstration of normal operations and walk throughs of abnormal operations) and off the job.

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

Specific resources for assessment

Assessment will require access to an operating plant or manufacturing environment over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what ifs will be required as will a bank of questions that will be used to probe the reasoning behind the observable actions.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit describes OHS requirements applicable for all workers who are responsible for the organisation of OHS arrangements for a work group or area, including coaching.

It is expected that workers will be provided with clear directions, information, instruction, training and appropriate supervision regarding the relevant State/Territory OHS legislation, codes of practice, relevant industry standards, workplace procedures and work instructions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include:

- handling chemicals and hazardous materials
- chemical and or hazardous materials spillage
- gases and liquids under pressure
- moving machinery
- materials handling
- working at heights, in restricted or confined spaces, or in environments subjected to heat, noise, dusts or vapours
- fire and explosion.

Personnel

Appropriate personnel for OHS referrals may include:

- employer
- supervisor
- employees elected as OHS representatives

- other personnel with OHS responsibilities.

Participative arrangements

Participative arrangements for OHS management may involve:

- making safety suggestions
- information sessions on existing or new issues
- meetings between employer and employees or representatives
- access to relevant workplace information
- use of clear and understandable language.

OHS Issues

OHS issues which may need to be raised by workers with designated personnel may include:

- recognition of hazards
- problems encountered in controlling risks associated with hazards
- clarification of understanding of OHS policies and procedures.

OHS Records

OHS records include:

- hazard and incident reports
- logs/logs sheets
- inspection/start up/shut down checklists
- injury reports
- maintenance records.

OHS Information Sources

Relevant sources of OHS information include:

- OHS legislation and codes of practice
- industry standards for materials, process, equipment etc
- SA/ISO standards
- OHS authorities
- unions and industry associations
- internet, journals, magazines
- manufacturer/supplier manuals/specifications
- policies and procedures
- JSA, risk assessments, HAZOPs
- hazard, incident and injury records
- training resources
- employee information brochures, newsletters etc
- OHS reports such as inspections, technical reports.
-

Unit Sector(s)

Not applicable.

MSAPMOPS101A Make measurements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the making or taking of measurements in a variety of sites and locations.

Application of the Unit

Application of this unit

This unit applies to people who are required to apply basic knowledge and skills in performing routine measurements for industry related operations. It is typically performed by people working either independently or as part of a work team.

The worker will:

- make measurements using physical and/or chemical measuring equipment
- record results using either a manual or computer system
- identify problems and take required action
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify appropriate measurements.	1.1 Select appropriate measuring equipment. 1.2 Identify units to be used, and the detail required. 1.3 Check measuring equipment is in calibration.
2. Perform measurements	2.1 Explain range of results that may be obtained 2.2 Identify and take account of relevant external factors. 2.3 Perform measurements using appropriate techniques 2.4 Compare measurements against the range of expected results 2.5 Self-check numerical information for accuracy and correctness. 2.6 Explain the need for calibration and use calibrated equipment to make measurements.
3. Record measurements as required.	3.1 Accurately record the result in the appropriate format. 3.2 Record the result to the appropriate level of detail.
4. Respond to routine problems in accordance with procedures	4.1 Recognise known faults that occur during the measurement. 4.2 Identify and take action on causes of routine faults. 4.3 Log problems as required. 4.4 Identify non-routine problems and report to

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	designated person.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of the process sufficient to recognise non-standard situations and then determine appropriate action which is consistent with operating guidelines. For example, in gel coating, a coating less than 5 mils thick may wrinkle, especially when brush marks are present. Thickness is checked using a gel coat thickness gauge.

Knowledge and the ability to implement the organisation's procedures and relevant regulatory requirements, within appropriate time constraints and work standards.

Application of approved hazard control and safety procedures and the use of PPE in relation to handling materials, equipment operation and cleanup.

Knowledge in measurement sufficient for consistent performance to specifications including:

- basic units of measurement (eg kilogram, metre, second)
- correct selection and use of measuring devices
- application of relevant mathematical calculations and procedures, including additions, subtractions, division, fractions, percentages
- use of dial, scale and digital readouts
- the need for calibration and methods of checking equipment is within calibration.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical product specifications, job sheets and material labels as provided.

Writing is required to the level of completing workplace forms.

Numeracy is required to the level of basic arithmetical manipulations and the interpretation of the significance of numbers and variations of readings.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to

- take accurate measures using the appropriate measuring device
- apply approved procedures.

Consistent performance should be demonstrated. For example, look to see that

- standards in taking measurements are met consistently
- all safety procedures are followed.

Assessment method and context

Assessment will occur over a range of situations requiring the taking of measurements and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- by observation or questioning to indicate understanding and knowledge
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all routine measurements within a manufacturing environment.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- measuring devices, including gauges, dip-sticks, thermometers, weighing scales, length/thickness measuring
- calculators
- computers for recording results
- relevant personal protective equipment.

Hazards

Typical hazards include:

- dusts/vapour
- temperature
- hazardous substances
- manual handling hazards.

Problems

Respond to routine problems means 'apply known solutions to a limited range of predictable problems'.

Typical problems may include:

- measuring instrument not fit for use (eg not within calibration)
- appropriate measuring device not available
- deviations from normal range of readings
- effect of temperature on material properties.

Appropriate action for non-routine problems may be reporting to designated person or other action specified in the procedures.

Variables

Key variables to be monitored include:

- extent
- dimension
- quantity
- mass
- capacity
- capability.
-

Unit Sector(s)

Not applicable.

MSAPMOPS212A Use organisation computers or data systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the use of organisation computers or data systems in order to work effectively. The operator is familiar with the system, can locate and use the appropriate data and is able to accurately record data into the system as required. This competency covers the use of computer equipment and company software programs, including selecting the correct programs for use and identifying minor faults in equipment or software.

This competency is typically performed by operators working either independently or as part of a work team.

Application of the Unit

Application of this unit

This competency applies to operators who are required to store and retrieve data, and produce documents, spreadsheets relevant to operational or administrative functions within the organisation. It includes:

- inputting data to the systems as required
- locating and accessing data as required for production support/problem solving
- using data to support business objectives
- producing construction documents, reports and spreadsheets
- running system checks and virus scans manually if automated systems fail
- producing required documentation within the security limits imposed by the company.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify applications of computer or data system for work role.	1.1 Identify data and information available from the system and its application to work role. 1.2 Identify data from work role which needs to be entered in the system.
2. Use the computer/data system.	2.1 Adjust work station equipment to meet ergonomic requirements and use appropriate posture. 2.2 Log-on according to procedures. 2.3 Navigate system as required. 2.4 Input data or make changes as required. 2.5 Check entered or edited data is correct. 2.6 Access required data/information. 2.7 Output data as required. 2.8 Use 'Help' as needed.
3. Save file and exit system.	3.1 Save and store data in appropriate directory or folder. 3.2 Close file and exit applications programs without loss of data.

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	3.3 Back-up data if required in accordance with procedures.
4. Respond to routine problems with the system	4.1 Recognise known faults that occur during the operation. 4.2 Identify and take action on causes of routine faults. 4.3 Log problems as required. 4.4 Identify non-routine process and quality problems and take appropriate action.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Competence includes an understanding of the organisation data system to the level needed to use the system and recognise and resolve problems. In particular it includes the ability to:

- demonstrate the operation of and access to data from the system
- describe the scope and range of data required from the system, in order to support the solution of problems
- describe the nature of the scope and range of available data
- describe the causes and remedies of common problems such as those selected in the Range Statement
- describe principles of operation of the equipment and software, hazard policies and procedures, job procedures and work instructions
- explain the application of software in relation to work role.

Competence also includes the ability to isolate the causes of problems to a component of the organisation data system and to distinguish between causes of problems such as:

- incorrect or misleading data
- system software faults
- system equipment faults.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical product specifications, job sheets and material labels as provided to operators.

Writing is required to the level of completing workplace forms

Numeracy is also required to the extent of requiring competence in essential mathematical functions including $+$ $-$ \times and \div .

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

It is essential that competence is demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The reasoning process behind the problem analysis and determining the required actions should be assessed.

Consistent performance should be demonstrated. For example, look to see that:

- in-plant computer programs are correctly utilised
- software problems are recognised and solved effectively and efficiently
- documents are completed to the standard required
- the operation and access to data from the system can be demonstrated
- data can be input and output from the system as required
- obvious problems in related to operation of the system are recognised and an appropriate contribution made to their solution.

Assessment method and context

Assessment will occur using industrial equipment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- on a processing plant allowing for operation under all normal and a range of abnormal conditions
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit of competency includes organisation computer and data systems. This may include systems which cover (select relevant items):

- Word and Excel documents
- safety, safety data and injury reporting
- orders, purchasing, stock levels and scheduling
- stock control, stores, warehousing and logistics
- materials hazards, labelling, materials identification, materials safety data sheets (MSDSs)
- batch data, schedules, production planning and operations planning
- product quality, statistical control, production trends and quality control
- maintenance, maintenance planning, procedures and spare parts.

The organisation systems will usually be computerised, but may include data sheets, paper or hard copy records, manuals and instructions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- computers - stand alone and/or networked
- mobile terminals and hand held devices
- printers
- mouse, keyboard
- facsimile equipment
- onboard terminals
- scanners
- bar coders.

Software applications may include:

- CC mail and email
- Internet or intranet
- word processing, database and spreadsheet programs
- company/process specific software
- word processing, database and spreadsheet programs.

Documents may include:

- work orders
- work instructions/standard operating procedures
- email or CC mail
- faxes
- memos
- tables
- standard letters
- standard reports.

Hazards

Typical hazards include:

- repetition strain injuries
- glare from monitor screens
- damages cables or connections
- strains or injuries moving computer equipment.

Problems

'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical process and product problems may include:

- software problems, such as unable to access file, find correct page or send CC mail, input data.

- loose or disconnected cables
- 'frozen' screens
- faulty monitors
- key board problems.

Variables

Key variables to be monitored include:

- types of hardware systems
- access and log on procedures
- types of software packages
- Internet/intranet systems
- types of data to be stored and retrieved.
-

Unit Sector(s)

Not applicable.

MSAPMOPS363A Organise on site work

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers organising of work in a field situation. This unit typically applies to operators who are preparing to do work in remote mine sites, or large industrial complexes where extensive permit or clearance systems exist.

This unit covers the organising and preparation for on site work. Refer to other competency units depending on the nature of the work to be done on site.

Application of the Unit

Application of this unit

The emphasis is on the planning of the work, the arrangements that are required to allow the on-site work to proceed and the set-up of tools, equipment and materials at the site. It includes the scoping, planning, communication and hazard controls required for the job. The work may be to do with conveyor systems, tanks, pipelines, equipment or other work in situ.

The worker will:

- plan the job
- arrange all permissions and permits
- select and arrange all equipment and materials to the site
- set up tools, equipment and materials on site
- identify any hazards and take appropriate action.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan the work.	1.1 Review the requirements of the work 1.2 Arrange all necessary permits and permissions for site inspections and work. 1.3 Examine the site where the work will take place. 1.4 Identify plant and equipment isolations. 1.5 Identify hazards and risk controls. 1.6 Plan to minimise downtime, economically use materials and meet quality specifications. 1.7 Plan work, including sequences, times, process stages, engineering controls and personal protection requirements. 1.8 Prepare all necessary documentation and finalise the permissions and approvals for conducting the work.
2. Prepare equipment, tools and materials.	2.1 Identify equipment, tools and materials required. 2.2 Arrange for supply of all tools, equipment and materials. 2.3 Arrange for transport to site of all equipment, tools

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	and materials.
3. Set up work location.	3.1 Assemble and check materials and tools for suitability for purpose. 3.2 Establish a safe work area. 3.3 Establish isolations and tag/lock out as required. 3.4 Check tools, equipment and materials against site situation and conditions.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Application of knowledge of the materials, equipment and process sufficient to recognise material and equipment conditions which may lead to out-of-specification production. For example, consumables for use in the work are within recommended shelf life.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Application of the knowledge of managing risks using the hierarchy of controls.

Application of approved hazard control, safety procedures and the use of PPE in relation to handling materials, equipment operation and clean up. This may include the preparation of Job Hazard Analysis (JHA) or similar hazard management and planning techniques.

Competence includes the ability, for the practical completion of the job, to apply and/or explain:

- interpretation of specifications, designs and/or work orders
- understanding of the operation, equipment principles and details of construction
- production workflow sequences and inherent hazards with on-site work
- design requirements and details of the work to enable the planning to and the work to be completed as required
- planning process, including breaking the work down into steps and stages
- correct selection and use of equipment, materials, processes and procedures
- products, materials and material characteristics.

Competence also includes the ability to:

- plan own work, including predicting consequences and identifying improvements

- identify factors which may affect product quality or production output and appropriate remedies
- identify when the operator is able to rectify faults and when assistance is required.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical work specifications, job sheets and material labels as provided to operators.

Writing is required to the level of completing workplace forms, plans and job reports.

Numeracy is also required, eg to determine quantities of materials for the work.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

This unit may be co-assessed with units concerned with the nature of the work being undertaken.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- identify critical materials properties and operating characteristics in relation to the condition of the equipment
- plan work process within organisational procedures and explain the reasons for the steps in the process
- take appropriate action to observe site conditions, equipment configuration, possible work-site difficulties, hazards and identify problems to be reported.

Consistent performance should be demonstrated. For example, look to see that:

- production needs are interpreted and met
- problems are anticipated from observations
- problems are efficiently resolved
- the repair runs consistently and smoothly.

Assessment method and context

Assessment will occur using industrial scenarios and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- on a processing plant allowing for operation under all normal and a range of abnormal conditions
- in a situation allowing the generation of evidence of the ability to recognise, anticipate and solve problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to on-site work environments and sectors typically within manufacturing or heavy industries. It covers, but may not be limited to, the preparation for on-site work.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, manufacturer specifications and procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

On-site work

On-site work covered by this competency may include (but may not be limited to):

- conveyor belt splicing and repairs
- rubber lagging of conveyor drums
- rubber lining of tanks
- polymer piping systems installation or repairs
- polymer constructions (eg fume cupboards or signs)
- refractory lining
- concrete casting
- other work to be done on-site, and not in a factory or workshop.

Work requirements

Work requirements may be determined from:

- work orders
- specifications
- job descriptions
- designs
- other documents.

Isolations

Isolations include:

- power supply
- tag locations
- process materials
- energy sources and
- equipment isolation system.

Safe work area

Safe work area includes area(s) for:

- scaffolding
- lifting gear
- lay down area
- work area
- other equipment in appropriate locations.

Tools and equipment

This competency includes planning and set-up of equipment and tools such as:

- manual handling aids
- hand winches
- portable power generators and vulcanising equipment

- knives and other cutting instruments
- portable hoists/lifting equipment not requiring any special permits or licences
- spanners, wrenches, hammers etc
- power operated hand tools such as drills, cutting disks, sanders
- specialised tools for the job
- relevant personal protective equipment.

Hazards

Typical hazards include:

- manual handling hazards
- working at heights
- dust, process liquids, process materials
- hand tools and hand held power tools (eg knife, cutting and grinding disk hazards).

Problems

Anticipate and solve problems means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/a solution recorded in the procedures.

Typical process and product problems may include:

- lack of accessibility
- equipment isolations
- logistics of materials and equipment to work site
- variations in materials and/or contamination of materials.

Variables

Key variables to be monitored include:

- environmental conditions
- lock-out/isolation of equipment
- worksite location, remoteness, accessibility
- job variations, changes.
-

Unit Sector(s)

Not applicable.

MSAPMPER200C Work in accordance with an issued permit

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	<p>This unit aims to ensure that people working under a permit to work understand the system, know the limitations of the permit under which they are working and comply with all the requirements of the permit. The people to whom this unit applies may be called 'permit recipients' or 'permit holders' by some organisations. Some organisations call 'permits' 'clearances'</p> <p>This unit covers the basic competency of working under a permit. Where entry to a confined space is required, then <i>MSAPMPER205B Enter confined space</i> is also required. The safety observer (standby person) competencies are covered by <i>MSAPMPER202A Observe permit work</i>. Atmospheric testing is covered by <i>MSAPMOHS217A Gas test atmospheres</i>. The issuing of permits is covered by <i>MSAPMPER300B Issue work permits</i>.</p>
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Application of the Unit

Application of the unit	<p>This competency applies to persons who are required to conduct work activities under the authority of an issued permit to work and within the context and requirements of that permit. This typically applies to all work done by maintenance staff and contractors, and also to any other non-process work performed on the plant. It includes:</p> <ul style="list-style-type: none">• identifying the range and scope of work covered by the permit• checking that the right type of permit has been issued for the type of work• adequately preparing to undertake the work, including obtaining all necessary safety equipment and PPE• undertaking the work strictly in accordance with the provisions of the permit• maintaining correct housekeeping with permit activities• completing work in accordance with the permit requirements• querying or raising matters about the permit if the scope of work/nature of the tools to be used varies from that covered by the permit• handing back the permit in accordance with procedures and obtaining appropriate sign off as required.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Pre-requisite Units		

Employability Skills Information

Employability Skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply for permit(s)	1.1. Confirm the scope and location of the work to be done 1.2. Identify the need for a work permit(s) for the work to be carried out. 1.3. Identify the type of work permit required. 1.4. Collate information required for the issue of the permit 1.5. Apply for the permit following the organisations requirements
2. Identify the scope of the permit.	2.1. Check that work to be done complies with the permit type. 2.2. Check that the scope and location of work comply with the

ELEMENT	PERFORMANCE CRITERIA
	<p>permit issued</p> <p>2.3. Check that the hazard controls specified on the permit are consistent with the hazard analysis</p> <p>2.4. Check that preparations specified on the permit have been completed</p> <p>2.5. Sign onto/receive the permit.</p>
3. Prepare for permitted work.	<p>3.1. Maintain safe working conditions and environment by using available isolation procedures, safety equipment and emergency procedures.</p> <p>3.2. Monitor plant conditions and hazards to ensure work under the permit remains safe.</p> <p>3.3. Ensure that appropriate safety equipment and clothing are selected and worn as required by the permit and relevant procedures.</p> <p>3.4. Inspect work area to ensure safety and compliance with permit requirements and procedures.</p>
4. Work in accordance with an issued permit.	<p>4.1. Use required hazard reduction/control measures.</p> <p>4.2. Comply with requirements of the permit including safety observer if required.</p> <p>4.3. Display issued permit on work site as required</p> <p>4.4. Ensure compliance with scope, location and timeframe specified in the permit or seek re-authorisation as required</p> <p>4.5. Suspend job and make work site safe before leaving job.</p> <p>4.6. Formally seek and receive authorised extensions to the permit when required.</p> <p>4.7. Give end of day status report to permit issuer.</p>
5. Complete permit(s) to work.	<p>5.1. Obtain new permit(s) or have existing permit(s) revalidated before work is recommenced.</p> <p>5.2. Check the work conducted against the issued permit(s) to ensure that all the nominated work requirements have been satisfied.</p> <p>5.3. Monitor general housekeeping to ensure that the site has been left in a clean and safe condition.</p> <p>5.4. Ensure personal lockouts/tag outs/isolations are removed in accordance with procedures</p> <p>5.5. Communicate status of the work conducted and the results of the permit to relevant personnel.</p> <p>5.6. Complete documentation as required and have permit signed off when job is completed.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Competence includes the ability to:

- access and interpret information relevant to specific tasks (eg labels, MSDSs hazchem signs)
- identify changes to conditions which may lead to the permit being revoked before the job is completed
- describe and/or explain hazards associated with tasks covered by the permit, types of tests required for the issue of work permits - the types of tests to include, atmospheric/oxygen/breathability, flammability/explosivity, toxicity/TWA, temperature, humidity
- the impact of the regulatory framework and organisation procedures under which the permit operates upon the particular job(s) requiring the permit.

Language, literacy and numeracy requirements

- This unit may require the ability to read and correctly interpret complex P&ID's; speak clearly and unambiguously in English; and to explain, describe and verify sometimes complex needs and issues.
- Writing is required to the level of completing workplace forms.
- Numeracy is required to the level of being able to correctly differentiate between high and low pressures and temperatures, voltages or masses.

Required knowledge:

Knowledge and understanding of the relevant OHS and environmental requirements, in particular those relating to various situations requiring work permits, with an ability to implement the requirements in a manner that is relevant to the job. Knowledge of the organisation's standard procedures and work instructions and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and in a manner relevant to the job.

Sufficient knowledge of all types of permits is required to ensure work is not carried out without the correct permit. This includes recognizing hot work and confined spaces.

Knowledge of regulatory frameworks should include:

- licence requirements for the job,
- company policy and procedures
- permit control systems

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, the Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment of this unit should demonstrate competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency.

Simulation may be required to allow for assessment of parts of this unit. Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

Competence must be demonstrated in the ability to distinguish between situations requiring the types of permit and to list the major requirements of each type of permit. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- provide reasons for a permit system
- recognise the importance of different work permits
- comply with permit conditions including the wearing of appropriate personal protective equipment (PPE)
- take appropriate action to resolve faults or report faults to appropriate personnel
- explain and implement incident response procedures.

Consistent performance should be demonstrated, e.g. look to see that:

- communications are timely and effective
- deviations from permit conditions are recognised, reported, corrected and re-authorization arranged
- actions specified in the permit/standard procedures are carried out
- all safety procedures are followed.

Context of and specific resources

A holistic approach should be taken to the assessment.

EVIDENCE GUIDE**for assessment**

Assessment will occur over a range of situations which may include disruptions to normal, smooth operation.

Competence in this unit may be assessed:

- on a plant/in the work place/a work situation
- by using a suitable simulation based on the actual plant and including walk throughs of the relevant competency components and/or a range of case studies/scenarios and role plays
- by questioning and using 'what if' scenarios both on the plant (during demonstration of normal operations and walk throughs of abnormal operations) and off the plant
- through a combination of these techniques.

These aspects may be best assessed using a range of simulations/scenarios/case studies and 'what ifs' as the stimulus with a walk through forming part of the response. These assessment activities should cover a range of problems, including new or unusual situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed. In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

While oral assessments may be appropriate there needs to be a written record for audit purposes.

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions which will be used to probe the reasoning behind the observable actions will also be required to the extent that they form part of the assessment method.

EVIDENCE GUIDE

Method of assessment	Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.
Guidance information for assessment	Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities. Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed and the safety standard required.

Range Statement**RANGE STATEMENT**

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. Add any 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.

Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version/version specified by the local regulatory authority must be used.
Context	<p>This unit typically applies to all work done by maintenance staff and contractors, and also to any other non-process work performed on the plant. All work is to be conducted using the appropriate personal protective equipment.</p> <p>The types of work permits may include:</p> <ul style="list-style-type: none"> • cold work/general permit to work • excavation • hot work • vehicle entry • minor repairs • working at heights • other special permits. <p>Note that entry to a <u>confined space</u> is covered by <i>MSAPMPER205C Enter confined space</i>. The Australian Standard (AS2865) definition given for</p>

RANGE STATEMENT	
	<p>confined space entry is used in this Training Package.</p> <p>All operations are performed in accordance with standard operating procedures (SOPs).</p> <p>Checks to ensure a workplace is safe may include:</p> <ul style="list-style-type: none"> • process isolations complete • mechanical and electrical isolations in place • atmospheric testing complete and atmosphere safe. If it is not safe and cannot be made safe, then appropriate measures are implemented as per SOPs. • relevant personnel informed of work and agree that it is safe and appropriate to proceed.
Procedures	<p>All operations are performed in accordance with procedures.</p> <p>Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards. These may include:</p> <ul style="list-style-type: none"> • legislation/codes • OHS legislation, codes of practice and guidance material • EPA • National and Australian standards • licence and certification requirements • internal permit control system. • process isolations complete • mechanical and electrical isolations in place • atmospheric testing complete and atmosphere safe. If it is not safe and cannot be made safe, then appropriate measures are implemented as per SOPs. • relevant personnel informed of work and agree that it is safe and appropriate to proceed.
Information required for permit	<p>Information required for a permit includes:</p> <ul style="list-style-type: none"> • work description • tools to be used • process/methods of work/SOPs • MSDSs • JHA/JSA/SWMSs
Tools and equipment	<p>This competency includes use of safety equipment and tools such as:</p> <ul style="list-style-type: none"> • eye protection (eg goggles) • ear protection • gloves

RANGE STATEMENT	
	<ul style="list-style-type: none"> • clothing • respiratory protection • helmets • safety footwear.
Hazards	<p>Typical hazards include:</p> <ul style="list-style-type: none"> • heat, smoke, dust or other atmospheric hazards • sharp edges, protrusions or obstructions • limited head spaces or overhangs • equipment or product mass • slippery surfaces, spills or leaks • noise, rotational equipment or vibration.
Display issued permit	<p>Display issued permit on work site means to have the permit on the worksite and displayed/ready to be shown as required by the site/job requirements and may include:</p> <ul style="list-style-type: none"> • displaying it in a provided mounting • having it accessible in a folder which is on the work site • having it folded in overall pockets in a manner which allows it to be readily shown on request.
Problems	<p>'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical problems may include:</p> <ul style="list-style-type: none"> • provision of the wrong permit • incorrect information being supplied with the permit • errors being made in the understanding of permit data • failure to correctly correspond to the requirements of the permit • failure to seek clarification when anomalies occur.
Variables	<p>Key variables to be monitored include:</p> <ul style="list-style-type: none"> • sites under which permit activities must be applied • type of permit to be executed • types of tools and equipment to be employed • size of work team • scope and urgency of work.
Health, safety and environment (HSE)	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.</p>

Unit Sector(s)

Unit Sector	
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Competency field

Competency Field	
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Co-requisite units

Co-requisite Units		

MSAPMSUP102A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency covers receiving, relaying and recording written and oral messages and providing relevant information in response to requests, within time lines.

Application of the Unit

Application of this unit

This competency applies to operators who are required to receive, relay and record work related information as well as respond to information requests in the workplace.

The operator will:

- record received messages
- seek clarification, when necessary
- access needed information, as required
- relay the correct information to appropriate person/s.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Receive and relay messages	1.1 Confirm understanding of the message is correct. 1.2 Accurately record the message. 1.3 Relay message accurately to appropriate person or section within designated timelines.
2. Interpret messages.	2.1 Clarify message if necessary. 2.2 Take appropriate action.
3. Respond to information.	3.1 Acknowledge and understand the request for information. 3.2 Access information from appropriate sources. 3.3 Relay information to appropriate person or section.
4. Complete workplace forms.	4.1 Select appropriate form. 4.2 Assemble information required for form. 4.3 Complete form as required. 4.4 Submit form as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and ability to implement organisation policies and procedures on workplace communication, including:

- types, purpose and importance of workplace documentation
- workplace codes, including numbers, symbols, signs, colours and other codes.

Competence also includes the ability to:

- listen attentively
- formulate questions to clarify work requirements or instructions
- establish effective workplace relationship with colleagues
- adapt communication to a range of social, cultural and ethnic backgrounds.

Language, literacy and numeracy requirements

This unit requires the ability to read and understand information contained in typical workplace documents such as standard operating procedures, material safety data sheets, job cards, maintenance logs. Everyday workplace language is used, including some technical terms and mathematical language.

Writing is required to the level of completing workplace forms and records. Types of text may include short sentences, symbols, codes, signs, sketches and may be conveyed in printed form or screen based.

Basic numeracy is needed to the extent required by work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

In all cases it may be appropriate to assess this unit concurrently with relevant team work and communication units.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- provide and assess all required information and that the information provided both verbally and in writing is completed in a clear and concise manner that is easily understood by others and in accordance with workplace requirements.
- apply approved procedures.

Consistent performance should be demonstrated. For example, look to see that:

- all information is provided in an efficient, effective, courteous and timely manner.

Assessment method and context

Assessment will occur on-the-job or in a simulated workplace.

Competence in this unit may be assessed:

- by observation and questioning to indicate understanding
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Reasonable adjustment of assessment tasks will be undertaken as required.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments.

Procedures

All operations are performed in accordance with procedures. Procedures include:

- all relevant workplace procedures
- work instructions
- temporary instructions
- relevant industry and government codes and standards
- telephone protocol , including industry timelines in answering calls.

Messages

Messages includes the following as appropriate to workplace requirements:

- written
- oral
- electronic.

Tools and equipment

This competency includes use of equipment and tools such as:

- two way radio
- computer
- telephone.

Problems

Respond to routine problems means 'apply known solutions to a limited range of predictable problems'. Typical problems may include:

- missing/lost messages
- required information not available
- required equipment not available
- conflict of work priorities.

Appropriate action for non-routine problems may be reporting to designated person or other action specified in the procedures.

Unit Sector(s)

Not applicable.

MSAPMSUP106A Work in a team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the organisation of team activities to fit in with the scheduling of work to meet operational guidelines.

Application of the Unit

Application of this unit

This competency is typically performed by people who work within a team structure with limited discretionary powers

The worker will:

- plan and organise activities in accordance with instructions
- use appropriate interpersonal skills to contribute to effective teamwork
- seek assistance from other team members where appropriate
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Individual organisations may choose to add prerequisites and corequisites relevant to their processes.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify work activities.	1.1 Identify task requirements of the team. 1.2 Identify individual tasks that are part of the team requirement. 1.3 Prioritise team and individual activities as directed.
2. Organise daily work plan.	2.1 Break work activities down into small achievable components. 2.2 Record activities as required by procedures/work instructions. 2.3 Seek assistance from other team members when difficulties in achieving allocated tasks arise.
3. Participate in a team.	3.1 Use interpersonal skills appropriate to the effective teamwork of the shift/crew/section within the workplace. 3.2 Acknowledge information and feedback provided by other team members in work group. 3.3 Acknowledge team roles and support team members in achieving their role. 3.4 Practise teamwork within and between groups to contribute to the achievement of company work

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	standards.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of organisation information systems, procedures and equipment sufficient to plan daily work activities in order to meet timelines.

Knowledge of organisation standard procedures and work instructions and relevant regulatory requirements, along with the ability to implement them within appropriate time constraints and in a manner relevant to the operation of the system.

Competence also includes the ability to:

- use effective communication techniques
- identify where teams fit into the organisational structure
- apply organisation quality and safety procedures
- complete required workplace documentation
- distinguish between urgent and non-urgent tasks.

Language, literacy and numeracy requirements

This unit requires the ability to read and understand typical product specifications, job sheets, procedures and work instructions, material labels and safety information as provided.

Writing is required to the level of completing workplace forms.

Basic numeracy is required to the extent required by work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to identify work activities and prioritise work in order to meet timelines, whilst interacting as a member of a group.

Consistent performance should be demonstrated. For example, look to see that:

- activities are planned in accordance with instructions
- willingness to participate as part of a team is demonstrated
- relevant procedures are accessed and utilised in completing activities
- timelines are adhered to
- assistance is sought from relevant personnel when difficulties arise.

Assessment method and context

Assessment will occur on-the-job or in a simulated workplace.

Competence in this unit may be assessed:

- by observation over time on a processing plant or in a manufacturing environment
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments and sectors in the manufacturing industries.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as PPE.

Hazards

Typical workplace hazards include:

- chemicals and hazardous materials
- gases and liquids under pressure
- moving machinery
- materials handling
- working at heights, in confined spaces, or in environments subjected to heat, noise, dust or vapours.

Problems

Respond to routine problems means 'apply known solutions to a limited range of predictable problems'. Typical problems include:

- required information/materials not available
- required tool/equipment not available
- conflict of work priorities
- interpersonal conflict within the team.

Appropriate action for non-routine problems may be reported to designated person or other action specified in the procedures.

Unit Sector(s)

Not applicable.

MSAPMSUP201A Receive or despatch goods

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the handling of materials by an operator as an adjunct to the job of making product. It applies to a limited range of materials. It is NOT intended to be an alternative warehousing competency.

This competency is typically performed by operators working either independently or as part of a work team.

Application of the Unit

Application of this unit

This competency applies to operators who receive, process despatch orders, despatch products/materials and maintain records. The key factors are correctly identifying and selecting the goods to be despatched and ensuring they are despatched to the correct location.

It includes:

- checking order requests/consignment note documentation for products/materials to be despatched
- identifying and selecting the correct products/materials
- organising products/materials to be moved into the right place by the right time, using the appropriate handling equipment
- preparing products/materials for despatch
- completing and checking all documentation
- updating records.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify work requirements.	1.1 Read and interpret documentation. 1.2 Identify required schedules for receipt or despatch. 1.3 Identify correct product/material. 1.4 Plan work sequence using workplace and product knowledge. 1.5 Select appropriate materials handling equipment as required. 1.6 Identify OH&S requirements.
2. Move materials into/out of storage or from production.	2.1 Check paperwork and identity of materials. 2.2 Check for completeness and/or damage. 2.3 Take action on non-conforming products/materials. 2.4 Handle and move products/materials into/out of storage safely. 2.5 Store materials safely as necessary.
3. Prepare goods for	3.1 Identify and read workplace procedures for

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
despatch.	assembling and completing orders. 3.2 Select and check goods for despatch. against product/material knowledge, labels and other identification systems. 3.3 Sort, assemble and consolidate products as necessary. 3.4 Secure order and place in storage areas, in accordance with schedule. 3.5 Check order against despatch schedule and order form.
4. Complete materials movement records.	4.1 Complete materials movement records (in or out). 4.2 Update records as required. 4.3 Complete other paperwork and records as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of the materials handling processes and requirements sufficient to recognise non-standard situations and then determine appropriate action which is consistent with operating guidelines is required.

Knowledge is required of the product/material, its properties and uses sufficient for correct receipt, storage and despatching. Knowledge of the relevant OHS and environmental requirements is required along with an ability to implement them in a manner which is relevant to the materials handled.

Competence includes the ability to apply and/or describe:

- product/material knowledge
- inventory and ordering systems
- transport requirements and restrictions for products/materials
- correct OHS procedures
- storage/handling principles and procedures
- material hazard properties and their implications for safe handling and storage
- significance of material to customers; transport requirements and restrictions for materials
- plan own work, including predicting consequences and identifying improvements

- identify and describe own role and role of others involved directly in the processing of orders and despatching of products
- use PPE, safely handle products and materials, read relevant safety information and apply safety precautions appropriate to the task
- distinguish between causes of problems such as product requirements and job priority as relevant to the practical completion of the job.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical product specifications, job sheets, procedures, material labels and safety information as provided to operators.

Writing is required to the level of completing workplace forms.

Basic numeracy is required, e.g. to determine that two 25 kg bags are needed to make up a requirement for 50 kg.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

It is essential that competence is demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action.

Consistent performance should be demonstrated. For example, look to see that:

- packaging standards are met consistently
- procedures and work instructions are read and interpreted correctly
- potential problems are recognised and action is taken (ie, the problem is fixed or reported)
- action is taken to ensure problems are dealt with in a timely manner
- problems caused by product/material issues are recognised and an appropriate contribution made to a solution
- items initiated are followed through until final resolution has occurred.
- effective communication between team members, supervisors and other staff is maintained.

Competence must be demonstrated in the operation of all ancillary equipment to the level required for this competency unit.

Assessment method and context

Assessment will occur using industrial equipment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- by observation over time on a processing plant
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency covers the handling of a limited range of products/materials and their moving into and out of a plant/storage. It is NOT intended for people who, as a major function, operate a warehouse. The appropriate Transport and Distribution competencies should be used here.

This competency may require the operation of forklift trucks or other regulated load shifting devices which are NOT included in this competency, and so would be a co-requisite competency.

The terms order request, documentation, labels, transportation requirements 'paperwork' and 'records' mean any and all relevant information and data whether it is manual, paper based, electronic or verbal, either in person or by phone/radio.

This competency does not imply that moving materials into and from storage/plant are conducted equally, or even using similar techniques. Customers may be internal or external and the loading/unloading of products/materials may mean getting them onto/off a truck or simply from/to the next department.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- mobile plant/fork lifts
- manual handling equipment
- hand tools
- shrink wrappers
- tape machine labellers
- loose bulk packing equipment.
- computers, bar code readers
- bag filling equipment
- pallets
- wrapping machines
- personal protective equipment (PPE)
- distribution equipment, including A-frames, stillages, containers, elevated platforms and communication equipment.

Hazards

Typical hazards include:

- inappropriate movements and postures
- physical and atmospheric hazards of materials
- height or depth of storage receptacles
- stationary and moving machinery, parts or components
- noise, light, energy sources
- humidity, air temperature, radiant heat
- manual handling hazards.

Problems

'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical process and product problems may include:

- special storage requirements including moisture and contamination control
- handling of incomplete loads (either in or out)

- handling of materials which do not meet specifications
- conflicting priorities
- incomplete or incorrect paperwork.
- product requirements
- job priority
- product/material variations.

Variables

Key variables to be monitored include:

- types of products or materials to be received/despached
- handling heights
- types of equipment
- types of workplace documentation
- atmospheric conditions.
-

Unit Sector(s)

Not applicable.

MSAPMSUP240A Undertake minor maintenance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit applies to operators who are involved in providing basic maintenance and the resolving of routine problems to procedures. It does not cover activities normally requiring traditional trade training.

Application of the Unit

Application of this unit

In a typical scenario a plant operator does minor maintenance activities on the plant and equipment being operated. For instance the pressure drop across a filter unit may be high, indicating the filter cartridge needs changing. The operator takes the filter unit out of operation, cleans the unit, uses the correct spanner to open the lid, installs a fresh cartridge, closes the unit using the spanner again, then cleans up the area and disposes of the spent cartridge. Typically this sort of maintenance will be done on the plant and will not require workshop type facilities.

The operator will:

- be aware of and contribute to a safe working environment
- identify and check equipment for faults
- perform basic maintenance to procedures
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify maintenance requirements.	1.1 Identify equipment variations/irregularities using observed data and plant records. 1.2 Assess the urgency/priority of the situation. 1.3 Identify appropriate corrective action. 1.4 Identify correct tools and materials. 1.5 Assess the impact of the maintenance activity and communicate to appropriate personnel. 1.6 Identify hazards and risk controls. 1.7 Identify work permit requirements.
2. Prepare for maintenance activity.	2.1 Ensure equipment is turned off and isolated as required. 2.2 Clear the area of obstructions and hazardous materials. 2.3 Obtain appropriate tools, parts, materials and procedures. 2.4 Obtain the appropriate work permits and adhere to the requirements. 2.5 Communicate the impending maintenance activity to the appropriate personnel.

ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
3. Perform maintenance activity.	3.1 Access all relevant information. 3.2 Undertake maintenance activity according to procedures. 3.3 Use tools and maintenance techniques correctly. 3.4 Restore equipment to normal working condition. 3.5 Leave the work area in a clean and safe condition. 3.6 Ensure permits are signed off as appropriate.
4. Test equipment.	4.1 Test equipment according to procedures. 4.2 Return equipment to service. 4.3 Ensure equipment meets normal operating requirements.
5 Record maintenance activity.	5.1 Complete maintenance logs/plant history records. 5.2 Report maintenance activity to relevant personnel. 5.3 Identify and report outstanding maintenance requirements to relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of equipment operation and maintenance practices sufficient to recognise fault and no-fault conditions in standard and non-standard situations and then determine appropriate action which is consistent with operational guidelines is required.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Application of the knowledge of managing risks using the hierarchy of controls applied to the process. Application of approved hazard control, safety procedures, use of PPE in relation to handling materials, equipment operation and clean up.

Knowledge as a basis for solving maintenance problems, including:

- principles of operation of the equipment to be maintained
- function and troubleshooting of major internal components and their problems
- appropriate testing procedures and use of equipment for a range of equipment faults

- typical causes of equipment failures and the service conditions which may increase maintenance
- types and nature of maintenance (preventative, predictive, corrective) uses, benefits and limitations
- urgency and timeliness factors in maintenance
- maintenance planning/scheduling/records systems
- identification of tools, materials and spare parts
- basic techniques for using and handling tools
- physical measurement, alignment and clearance principles.

Competence also includes the ability to:

- plan own work, including predicting consequences and identifying improvements
- identify factors which may affect product quality or production output and appropriate remedies
- identify when the operator is able to rectify faults and when assistance is required.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical equipment specifications schematics and diagrams.

Writing is required to the level of completing workplace forms and production reports.

Basic numeracy is required, to interpret plant data and maintenance schedules.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Where the completion of this unit requires working under a permit/clearance, then competency must also be established in *PMAPER200C Work in accordance with an issued permit*, or other appropriate unit.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- understand the procedures and know the importance of critical operational systems
- recognise potential situations requiring action and then implement appropriate action.

Consistent performance should be demonstrated. For example, look to see that:

- early warning signs of equipment in need of attention/with potential problems are recognised
- appropriate equipment tests are undertaken and analysed appropriately
- proposals for equipment repair are based upon the most appropriate and cost effective method to return equipment to full performance in a timely manner
- maintenance activities are completed safely and to procedures.

Assessment method and context

Assessment will occur on industrial equipment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- on a processing plant, allowing for operation under all normal and a range of abnormal conditions
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments and sectors within the industry. It does not include maintenance that would require trade level skills. It is not intended that this competency would cover maintenance that is carried out in a workshop.

Procedures

All operations are performed in accordance with procedures.

Procedures mean all relevant workplace procedures, work instructions, temporary instructions, standard operating procedures, plant description manuals, manufacturer instructions, specifications, service manuals, machine circuit diagrams for hydraulic/pneumatic and electrical/electronic circuits and relevant industry and government codes and standards.

Maintenance activities

This competency unit includes minor maintenance such as the following:

- operational maintenance (eg connection-disconnection of hoses, greasing, lubrication and lubricant systems, adjusting sealing glands, cleaning and changing filters, 'nipping up' flanges)
- general cleaning
- removal and replacement (eg gland packing, changing blades or cutters, replacing gaskets, replacing /maintaining seals, changing filter elements, servicing strainers).

Tools and equipment

This competency includes use of equipment and tools such as:

- hand tools
- specialised tools
- measuring and aligning equipment.

Hazards

Typical hazards include:

- rotating and moving machinery
- process materials, solids, liquids and gases under pressure or flowing
- hot surfaces or materials
- temporary connections or by-passes
- electrical, hydraulic or pneumatic energy sources
- out of specification operation.

Problems

Respond to/rectify 'non-routine problems' means 'apply known solutions to a variety of predictable problems'. Typical process and product problems may include:

- out-of-specification product or variations
- response of equipment to materials variations

- equipment in need of maintenance.

Variables

Key variables to be monitored include:

- equipment performance (eg speed, output, variations)
- equipment component performance
- sequences and timing of operations
- materials changes (desired and not desired).

Data and Records

Typical information sources, observed data and plant records may include:

- plant data
- log sheets
- operational and performance reports
- physical aspects such as noise, smell, feel and pressure condition monitoring information
- planned maintenance schedules
- procedures
- manufacturer specifications, instructions, service manuals and other information.
-

Unit Sector(s)

Not applicable.

MSAPMSUP273A Handle goods

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the handling of materials by an operator as an adjunct to the job of making product. It applies to a limited range of materials. It is NOT intended to be an alternative warehousing competency.

Application of the Unit

Application of this unit

This competency applies to operators who receive or despatch goods from either internal or external sources. The key factors are checking and inspecting goods for conformity to documentation. This competency is typically performed by operators working either independently or as part of a work team. It includes:

- reading and interpreting receipt documentation
- identifying and following procedures for checking goods
- identifying and reporting non-conforming goods
- completing workplace documentation.

This unit does not cover the use of forklift trucks or other load shifting devices. See *PMPSUP205A Transfer loads* or *TDTD1097 Operate a forklift* as appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
1. Identify requirements.	1.1 Interpret order/paperwork. 1.2 Check and take action on special requirements as needed. 1.3 Check identity of materials. 1.4 Check for completeness and damage. 1.5 Take action on non-conforming materials/loads.
2. Move materials to/from storage/production.	2.1 Select items to be moved based on job requirements and procedures/work instructions. 2.2 Load materials according to standard procedures. 2.3 Move materials as needed. 2.4 Store/place materials safely.
3. Complete documentation.	3.1 Complete material movement records. 3.2 Update stock records as required. 3.3 Complete other paperwork and records as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge of goods and materials sufficient to recognise variance from specifications and then determine appropriate action that is consistent with operating guidelines.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Competence includes the ability for the practical completion of the job to:

- apply and/or explain procedures for receiving/despatch of goods, and reconciliation of orders and invoices
- apply and/or describe:
 - storage/handling principles and procedures
 - material hazard properties and their implications for safe handling and storage
 - significance of material to customers
 - transport requirements and restrictions for materials.
- plan own work, including predicting consequences and identifying improvements
- identify when the operator is able to rectify problems, when assistance is required and who is the appropriate source for assistance
- identify and describe own role and role of others involved directly in the receiving of goods
- use PPE, safely handle products and materials, read relevant safety information and apply safety precautions appropriate to the task
- distinguish between causes of problems such as incorrect/incomplete paperwork; wrong goods.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical product specifications, job sheets, procedures, material labels and safety information as provided to operators.

Writing is required to the level of completing workplace forms.

Basic numeracy is required, eg to determine that two 25 kg bags are needed to make up a requirement for 50 kg.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to

- recognise the importance of material properties and qualities
- apply approved procedures
- take appropriate action to resolve problems or report problems to appropriate personnel.

Consistent performance should be demonstrated. For example, look to see that

- upstream and downstream communication is timely and effective
- procedures and work instructions are read and interpreted correctly
- problems are identified and appropriate action is taken (ie, the problem is fixed or reported)
- all safety procedures are followed.

Assessment method and context

Assessment will occur using industrial goods and will be undertaken in a work-like environment

Competence in this unit may be assessed:

- on a processing plant, allowing for operation under all normal and a range of abnormal conditions
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to operators working either independently or as part of a work team.

Procedures

All operations are performed in accordance with procedures.

Procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- goods identification numbers and codes
- manifests
- picking slips, merchandising transfers, stock requisitions and bar codes
- manufacturer specifications
- supplier and/or client instructions.

Hazards

Typical hazards include:

- stationary and moving machinery, parts or components
- noise, light, energy sources
- humidity, air temperature, radiant heat.

Problems

'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical process and product problems may include:

- incorrect goods delivered
- incomplete orders and shipments
- inappropriate packaging
- wrong or incomplete labelling
- incomplete or incorrect paperwork
- special storage requirements including moisture and contamination control
- handling of incomplete loads (either in or out)
- handling of materials which do not meet specifications
- resolving conflicting priorities

- ensuring the correct material arrives at the correct place at the right time.

Variables

Key variables to be monitored include:

- compliance with 'receiving' procedures
- appropriate handling of incoming goods
- completion of documentation
- condition of packaging and lifting or moving locations
- availability of lifting/moving equipment
- unloading practices
- variations in provider documentation.
-

Unit Sector(s)

Not applicable.

MSAPMSUP390A Use structured problem solving tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the solving of process and other problems, beyond those associated directly with the process unit/equipment, using structured process improvement tools to identify improvements and/or solve problems.

Application of the Unit

Application of this unit

The competency is typically performed by an experienced operator, team leader or supervisor.

Generally the person would be part of a team during the solving of complex or systemic problems and would be expected to perform all parts of this unit and at all times would be liaising and cooperating with other members of the team. This includes:

- using a range of formal problem solving techniques
- identifying and clarifying the nature of the problem
- devising the best solution
- evaluating the solution
- developing an implementation plan to rectify the problem.

This unit does not cover the solving of problems undertaken as part of the operator's normal role which is covered in the relevant operation competency unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify the problem.	1.1 Identify variances from normal operating parameters and product quality. 1.2 Define the extent, cause and nature of the problem by observation and investigation. 1.3 State and specify the problem clearly.
2. Determine fundamental cause of problem.	2.1 Identify possible causes based on experience and the use of problem solving tools/analytical techniques. 2.2 Develop possible cause statements. 2.3 Identify fundamental cause.
3. Determine corrective action.	3.1 Consider all possible options for resolution of the problem. 3.2 Consider strengths and weaknesses of possible options. 3.3 Determine corrective action to remove the problem and possible future causes. 3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures. 3.5 Develop recommendations for ongoing monitoring

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	and testing.
4. Communicate recommendations.	4.1 Prepare report on recommendations. 4.2 Present recommendations to appropriate personnel. 4.3 Follow up recommendations if required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognise non-standard situations.

This unit of competency includes use of analytical techniques in problem solving such as:

- brainstorming
- fishbone diagrams/cause and effect diagrams
- process logic/process requirements
- logic tree
- similarity/difference analysis
- Pareto analysis
- force field/SWOT analysis
- flow charts
- control charts, runcharts and graphs
- scattergrams.

Action plans to solve problems are prepared including:

- priority requirements
- measurable objectives
- resource requirements
- methods for reaching objectives
- timelines
- coordination and feedback requirements
- safety requirements
- risk assessment
- environmental requirements.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical product specifications, job sheets and material labels as provided to operators.

Writing is required to the level of report writing and completing workplace forms.

Basic numeracy is also required, eg to interpret quality data and graphs.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to apply and explain:

- relevant equipment and operational processes
- enterprise policies and procedures
- enterprise goals, targets and measures
- enterprise quality, OHS and environmental requirements
- principles of decision-making strategies and techniques
- enterprise information systems and data collation
- industry codes and standards.

Consistent performance should be demonstrated. For example, look to see that:

- problems are recognised and clarified
- possible causes are identified, based on experience and use of analytical techniques in solving the problem, including:
 - identifying variations
 - identifying cause and effect
 - separating single problems from multiple problems
 - recognising recurring problems.
- fundamental cause of process or equipment faults is determined
- corrective/preventative implementation plans are developed to avoid recurrence of the problem
- implementation plan is presented to relevant personnel.

Assessment method and context

Assessment will occur on the job or in a simulated workplace.

Competence in this unit may be assessed:

- in a situation allowing the generation of evidence of the ability to recognise and respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

The competency unit applies to a wide range of processes and equipment. The process manufacturing technical units of competency include a problem solving element where problems specific to that competency unit are to be resolved. This competency unit is where structured problem solving techniques are to be applied more broadly, or with greater depth/rigour than is implied by the problem solving element of the technical units.

In large plants or manufacturing organisations with multiple processes, it may apply to more than one process if those processes interact with each other. It applies to all operators across all functions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include leaks, spillages and equipment hazards that can occur during the walk-through of a plant.

Problems

'Anticipate and solve problems' means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/a solution recorded in the procedures.

Typical process and product problems may include:

- non- routine process and quality problems
- equipment selection, availability and failure
- teamwork and work allocation problems
- safety and emergency situations and incidents.
-

Unit Sector(s)

Not applicable.

MSFAH4001 Advise on security technology, hardware and services

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers the application of architectural hardware product and service knowledge to provide advice to customers/clients and other sales staff with regard to design, technical features and uses of architectural hardware products, ancillary products, prices and warranties. It applies to architectural hardware specifiers who provide advice to clients on product selection, price, services and warranties in regards to architectural hardware. Clients include those requiring architectural hardware schedules and products for construction and renovation projects.

This unit requires the ability to source relevant information, determine client requirements and use appropriate techniques to accurately identify architectural hardware requirements to meet client needs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Architectural hardware

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Research architectural hardware product

1.1 Job requirements are correctly identified according to relevant product information

1.2 Suitable architectural hardware products are identified by

	range		accessing relevant sources of information
		1.3	Hardware components are identified to suit client specifications and applicable legislation, codes and national standards
		1.4	Available product options and features are evaluated for suitability and value
		1.5	Operation of architectural hardware products and equipment is safely and accurately demonstrated according to organisational requirements
		1.6	Knowledge of measurement systems used in architectural hardware product range is demonstrated
2	Recommend door and window hardware products	2.1	Customer/client needs are accurately identified
		2.2	Detailed manufacturer product specifications are provided, when applicable, and explained to customer/client to assist buying decisions according to legislative requirements
		2.3	Features and benefits of products are demonstrated to customer/client using appropriate interpersonal techniques
3	Identify hardware quantities	3.1	Quantities of architectural hardware products required are accurately determined from customer/client specifications
		3.2	Measuring tools are accurately used to determine imperial or metric measures relevant to job requirements
		3.3	Customer/client is provided with accurate quotation for quantities estimated
4	Advise on hardware product warranties	4.1	Comparisons between architectural hardware manufacturer's warranty terms are clearly explained to customer
		4.2	Individual product warranty terms and conditions are confirmed from relevant sources of information, including Regulation 90, and accurately conveyed to customer/client
		4.3	Customer/client is provided with written information regarding individual product warranty terms and conditions, especially extended or promotional

			warranties, according to organisational requirements
5	Negotiate price and payment options	5.1	Store recommended retail pricing for various brand options is accurately conveyed to customer/client according applicable legislation, codes and national standards
		5.2	Individual product prices are negotiated, where necessary, according to organisational requirements to achieve sales
		5.3	Store payment options are accurately conveyed to customer/client and a preferred option negotiated following organisational requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Job requirements include:

- instructions from supervisor/management
- work schedules and completion dates
- specific client requirements
- site requirements
- security clearance and access requirements
- reporting and documentation requirements
- budget allocations
- National Construction Code (NCC)
- AS 1428 (Set)-2010 Design for access and mobility Set
- AS 1905.1-2005 Components for the protection of openings in fire-resistant walls – Fire-resistant door sets
- AS 4145.2-2008 Locksets and hardware for doors and

windows – Mechanical locksets for doors and windows in buildings

- AS 1670.1-2004 Fire detection, warning, control and intercom systems – System design, installation and commissioning – Fire
- AS 1530.1-1994 Methods for fire tests on building materials, components and structures – Combustibility test for materials

Information includes:

- value or importance of assets
- insurance policy agreements
- special rooms or areas requiring higher level of protection
- current/proposed operating environments
- assets and systems
- activities and functions
- existing security systems/equipment
- existing management strategies
- business and operational plans
- incident history

Architectural hardware includes:

- hinges
- pivots
- door track
- locks
- handles
- door furniture
- door closers
- exit devices
- sequence selectors
- cylinders
- keying and master keying
- bolts
- door stops
- door seals
- kick plates
- door protection
- sundry hardware
- sanitary hardware
- automatic operators
- access control devices

Relevant sources of information include:

- product catalogues
- reference manuals
- technical specifications
- product instructions

Applicable legislation, codes and national standards include:

- drawings and illustrations
- technical sales staff
- relevant Commonwealth and state/territory legislation
- work health and safety (WHS) and environmental issues
- equal employment opportunity (EEO)
- industrial relations
- anti-discrimination and diversity
- licensing arrangements
- Australian standards
- quality assurance and certification requirements
- relevant industry codes of practice
- trade practices
- award and enterprise agreements
- privacy related legislation

Organisational requirements include:

- legal and organisational operational policies and procedures
- operations manuals
- induction and training materials
- insurance policy agreements
- client and organisational confidentiality requirements
- organisational goals/objectives/plans/systems/processes
- employer and employee rights and responsibilities
- own role, responsibility and delegation
- quality and continuous improvement processes and standards
- client service standards
- defined resource parameters
- WHS policies/procedures/programs
- emergency and evacuation procedures
- duty of care, code of conduct, code of ethics, access and equity policy, principles and practice
- records and information systems and processes
- communication channels
- reporting procedures

Customers or clients include:

- owner
- property/other agent
- tenant
- building supervisor
- manager
- project manager
- government and legal instruments/agencies

Interpersonal techniques

- verbal or non-verbal language
- two-way interaction

include:

- constructive feedback
- active listening
- questioning to clarify and confirm understanding
- interpreting non-verbal and verbal messages
- observation techniques
- use of positive, confident and cooperative language
- control of tone of voice and body language
- use of language and concepts appropriate to cultural differences
- use of clear presentations of options and consequences
- demonstrating flexibility and willingness to compromise

Measuring tools include:

- tape measures
- callipers
- vernier
- steel rule

Unit Mapping Information

Supersedes and is equivalent to LMFAH4001A Recommend security technology, hardware and services

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFAH4001 Advise on security technology, hardware and services

Modification History

Release 1 - New unit of competency

Performance Evidence

- Match architectural hardware products to a client brief or specification identifying suitable architectural hardware brands, prices and warranty conditions
- Ensure selected architectural hardware products comply with relevant legislation, codes and standards
- Explain and demonstrate architectural hardware products to clients
- Undertake imperial and metric measurements of job requirements and matching to architectural hardware measuring systems
- Estimate quantities of required architectural hardware products
- Supply accurate quotes for architectural hardware products and services and negotiate prices
- Arrange service and repairs
- Read and interpret plans, designs and specifications
- Apply basic numeracy techniques
- Apply safe and efficient work practices
- Relate to people from different social and cultural backgrounds
- Deal with customers/clients that may be difficult or abusive
- Deal with customers/clients that have special needs
- Enter data using basic keyboarding skills

Knowledge Evidence

- Organisational policies and procedures, in relation to:
 - sales/customer services
 - methods of dealing with special needs/requests of customers
 - customer complaints
 - price negotiation
- Available architectural hardware/keying system options and basic requirements for installation
- Types and functions of architectural hardware/keying system
- Building construction methods and types
- Organisational and client confidentiality requirements
- Basic problem-solving strategies
- Operational principles of information technology

- Principles of effective communication
- Documentation requirements and processes

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools, equipment, materials and documentation, relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials, safety procedures, regulations and all necessary facilities.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFAH4002 Prepare architectural door hardware schedules

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers examining and assessing door hardware and keying requirements across commercial, industrial and residential applications. It requires the ability to source relevant information, determine client requirements and use appropriate assessment methods to ensure an accurate determination of architectural hardware equipment/system options to meet client needs. The unit also includes compiling equipment and system requirements keying into schedules for clients.

Where estimates and quotes specifically for security systems are required, *CPPSEC3047A Provide estimate and quote on security system* should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Architectural hardware

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------------|-----|---|
| 1 | Obtain brief from clients | 1.1 | Job requirements are reviewed and clarified with appropriate persons in accordance with organisational requirements |
| | | 1.2 | Discussions with customer/client are conducted to establish and clarify scope of work |

- | | | | |
|---|--|-----|--|
| | | 1.3 | Effective interpersonal techniques are applied when interacting with clients |
| | | 1.4 | Specific site requirements are identified and details are correctly documented |
| | | 1.5 | Architectural hardware requirements are discussed and applicable legislation, codes and national standards are clarified and agreed upon |
| | | 1.6 | Brief documents and architectural plans are arranged in accordance with organisational requirements or company policies |
| 2 | Gather, interpret and review information for preparation of hardware schedules | 2.1 | Site restrictions, regulations and requirements are identified and complied with in accordance with applicable legislation, codes and national standards, and organisational requirements |
| | | 2.2 | Information is gathered from identified sources and is relevant to assignment requirements in accordance with applicable legislation, codes and national standards, client and organisational requirements |
| | | 2.3 | An assessment is carried out to identify door and frame types and locations to facilitate the accurate determination of architectural hardware requirements |
| | | 2.4 | Clients activities and existing architectural hardware arrangements are reviewed to ensure uniformity throughout project |
| | | 2.5 | Inconsistency and environmental factors affecting the architectural hardware of the site are identified and assessed in accordance with organisational policies and procedures |
| 3 | Produce architectural door hardware schedules | 3.1 | Information is recorded and documented in accordance with computer program and/or organisational template requirements |
| | | 3.2 | Architectural hardware is integrated to reflect building security and electronic requirements |
| | | 3.3 | An architectural hardware schedule is prepared in accordance with industry and organisational standards of style, format and accuracy |
| | | 3.4 | Recommendations for architectural hardware and |

			alternative options are made in accordance with organisational requirements
		3.5	Documentation is processed in accordance with applicable legislation, codes and national standards, assignment and organisational requirements
		3.6	A comprehensive assessment of client architectural hardware requirements is completed within designated timeframes and presented for review to appropriate person
4	Prepare and review keying schedules	4.1	Principles of master keying are applied in accordance with industry practice and organisational requirements
		4.2	Keying matrix is developed to client requirements, allowing for future system expansion and mechanical capabilities of system
		4.3	Client keying requirements are confirmed and clarified according to organisational procedures
		4.4	Appropriate levels of security/access are reviewed with respect to clients assets, activities and existing security arrangements
		4.5	Information is recorded and documented in accordance with computer program and/or organisational template requirements
		4.6	Client requirements are matched to the mechanical possibilities and limitations of master key systems
		4.7	Options are identified and client is advised on options and alternatives
		4.8	Sources of assistance in assessing requirements for key systems and master key systems are identified and assistance is sought from appropriate person in accordance with organisational procedures
5	Finalise documentation for submission to client	5.1	Final architectural hardware and/or keying requirements are reviewed and confirmed with client in accordance with organisational requirements
		5.2	Documentation is accurately prepared and processed and stored in accordance with client, legislative and organisational requirements

- 5.3 Architectural hardware and keying schedules and other documentation are prepared according to organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Job requirements include:

- instructions from supervisor/management
- work schedules and completion dates
- specific client requirements
- site requirements
- security clearance and access requirements
- reporting and documentation requirements
- budget allocations
- National Construction Code and Australian Standards

Appropriate people include:

- client
- site managers
- project managers
- engineers and technicians
- technical experts
- line managers/supervisors
- colleagues
- regulatory personnel
- security consultants
- locksmiths
- architects and interior designers

Organisational

- legal and organisational operational policies and procedures

requirements include:

- operations manuals
- induction and training materials
- insurance policy agreements
- client and organisational confidentiality requirements
- organisational goals/objectives/plans/systems/processes
- employer and employee rights and responsibilities
- own role, responsibility and delegation
- quality and continuous improvement processes and standards
- client service standards
- defined resource parameters
- work health and safety (WHS) policies/procedures/programs
- emergency and evacuation procedures
- duty of care, code of conduct, code of ethics, access and equity policy, principles and practice
- records and information systems and processes
- communication channels
- reporting procedures

Customers/clients include:

- owner
- property/other agent
- tenant
- building supervisor
- manager
- project manager
- architects
- interior designers
- government and legal instruments/agencies

Scope of work includes:

- personal protection
- access requirements
- property or assets
- conformance with insurance
- legislative or other requirements

Interpersonal techniques include:

- verbal or non-verbal language
- two-way interaction
- constructive feedback
- active listening
- questioning to clarify and confirm understanding
- interpreting non-verbal and verbal messages
- observation techniques
- use of positive, confident and cooperative language
- control of tone of voice and body language

Specific site requirements include:	<ul style="list-style-type: none">• use of language and concepts appropriate to cultural differences• use of clear presentations of options and consequences• demonstrating flexibility and willingness to compromise• access and egress points• time of access• access codes• keys• passes• security clearances• union requirements• WHS requirements• building codes and regulations• heritage listings• noise control
Architectural hardware includes:	<ul style="list-style-type: none">• hinges• pivots• door track• locks• handles• door furniture• door closers• exit devices• sequence selectors• cylinders• keying and master keying• bolts• door stops• door seals• kick plates• door protection• sundry hardware• sanitary hardware• automatic operators• access control devices• disabled access hardware
Applicable legislation, codes and national standards include:	<ul style="list-style-type: none">• relevant commonwealth and state/territory legislation• WHS• environmental issues• equal employment opportunity (EEO)• industrial relations• anti-discrimination and diversity

- licensing arrangements
- Australian Standards
- quality assurance and certification requirements
- relevant industry codes of practice
- trade practices
- award and enterprise agreements
- privacy related legislation
- Information includes:**
 - value or importance of assets
 - insurance policy agreements
 - special rooms or areas requiring higher level of protection
 - current/proposed operating environments
 - assets and systems
 - activities and functions
 - existing security systems/equipment
 - existing management strategies
 - business and operational plans
 - incident history
- Assessment involves:**
 - discussions with client
 - visual inspections
 - review of client floor plans and supporting documentation
 - questioning policy/insurance companies/other bodies
- Site assessment includes:**
 - type and condition of building structures
 - identification of risk areas/weak points
 - site restrictions, regulations and requirements
 - access and egress patterns
 - floor plan
 - existing security equipment/systems
- Door types include:**
 - solid core doors
 - hollow core doors
 - fire rated doors
 - acoustic doors
 - glazed doors
 - sliding doors
 - folding doors
 - frameless doors
 - glass doors
 - automatic doors
 - blast doors
 - ballistic doors
 - security screens
 - other door types

- Frame types include:**
- steel frames
 - aluminium frames
 - timber frames
 - frameless doors
 - cavity frames
 - sliding frames
 - other frames
- Environmental factors include:**
- physical environment (e.g. climate proximity to salt water, pools, chemical and dusty environments)
- Computer programs include:**
- general and propriety software programs
- Organisational templates include:**
- enterprise specific schedules
 - documents or proformas used to document or record schedules or information
- Documentation includes:**
- checklists
 - reports
 - floor plans
 - client briefs
 - specifications
 - schedules
 - site survey
- Key systems include:**
- key to differ (KD)
 - key to alike (KA)
 - master keyed (MK)
 - grand master key (GMK)
 - great grand master key (GGMK)
- Master key systems include:**
- cylinders operated by more than one key, including:
 - restricted, semi-restricted and non-restricted system numbers
 - manufacturer restricted
 - factory restricted
 - locksmith restricted/managed
 - association restricted

Unit Mapping Information

Supersedes and is equivalent to LMFAH4002A Prepare architectural door hardware schedules

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFAH4002 Prepare architectural door hardware schedules

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify site requirements through inspection, discussion with clients and identification of relevant legislation, codes and standards
- Accurately identify door and frame locations, existing architectural hardware, current or future client use patterns and environmental considerations
- Match architectural hardware products and systems to a client brief or specification and make recommendations, including alternative options
- Preparation of keying schedules that match to security, access, and current and future use requirements of client and identifying architectural hardware needs
- Observe and assess technical hardware and keying requirements
- Read and interpret plans, designs and specifications
- Apply basic numeracy techniques
- Apply safe and efficient work practices
- Communicate in a clear and concise manner
- Relate to people from different social and cultural backgrounds
- Prepare schedules and other required documentation
- Plan and sequence work tasks
- Enter data using basic keyboarding skills

Knowledge Evidence

- Risk assessment methods and procedures
- Available architectural hardware/keying system options and basic requirements for installation
- Types and functions of architectural hardware/keying system
- Building construction methods and types
- Organisational and client confidentiality requirements
- Basic problem-solving strategies
- Operational principles of information technology
- Principles of effective communication
- Documentation requirements and processes

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA1001 Construct a basic roll-up blind

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing a basic roll-up blind ready for installation.

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.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for work	1.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Work orders are checked and confirmed with appropriate personnel
		1.3	Tools and equipment suitable for construction are identified and checked for safe and effective operation
		1.4	Materials are selected and checked

		1.5	Hardware is selected according to work instructions
2	Complete construction	2.1	Allowances for hardware, joins and hems are calculated and recorded
		2.2	Material is laid out laid out flat and square on a cutting table large enough to take full width of material and marked using chalk, markers or pencil according to work instructions
		2.3	Fabric is cut according to work order
		2.4	Bottom and side hems are finished
		2.5	Spline is selected, cut and attached to top of blind
		2.6	Roller is cut to length and attached to spline
		2.7	Control mechanism and pin end are attached
		2.8	Lath and pull ring are attached
		2.9	Child safety mechanisms are selected and attached
3	Apply quality checks	3.1	Finished blind is checked against work order and tested within limits of normal operation for correct operation
		3.2	Parts of the work that do not comply with work order are repaired or re-worked
4	Finalise operation and maintain equipment	4.1	Completed work is cleaned, packaged and stored
		4.2	Tools and equipment are cleaned, maintained and stored and any faulty tools and equipment are reported to supervisor
		4.3	Work area is cleaned and waste is disposed of according to workplace practices

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state/territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Personal protection needs include:

- safety glasses/goggles
- hearing protection
- safety footwear
- protective clothing and head wear
- respiratory protection

Work orders include:

- quotations for work, job cards and customer orders
- specifications, including design, size, colour and quantity

Appropriate personnel include:

- assessor
- trainer
- supervisor
- manager or any other person responsible for the work activity

Tools and equipment include:

- cutting bench
- shears
- knives
- cut off saws
- sewing machines
- needles
- staple gun
- double sided tape dispenser
- file
- mallet and hammer

Materials include:

- polyester blend
- metalised
- PVC coated fibreglass

Hardware includes:	<ul style="list-style-type: none">• twill weave• flock coated• roller• lath• control mechanism• pin end• pull ring• cassette head boxes• side guides• side channels• motors and chains (plastic and stainless steel)
Work instructions include:	<ul style="list-style-type: none">• instructions for constructing a basic roll-up blind
Child safety mechanisms include:	<ul style="list-style-type: none">• those required by legislation or codes of practice
Waste includes:	<ul style="list-style-type: none">• textiles, metal and timber• waste removal should be in accordance with workplace practices and environmental legislation covering disposal of industrial waste
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA1001A Construct a basic roll up blind

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA1001 Construct a basic roll-up blind

Modification History

Release 1 - New unit of competency

Performance Evidence

- 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 a basic roll-up blind
- Select, set up and maintain equipment in accordance with manufacturer instructions and workplace practices
- Communicate with workplace supervisor to:
 - confirm work orders and instructions
 - report work outcomes
- Report process for materials faults, damaged products or equipment
- Cut fabrics accurately according to work orders
- Construct at least one (1) basic roll-up blind
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Adapt to new situations
- Collect and organise information
- Plan tasks and identify task outcomes
- Use tools and equipment
- Set up and start equipment

Knowledge Evidence

- Types, characteristics, uses and limitations of roll-up blind materials
- Identification of equipment, processes and procedures
- Workflow in relation to constructing a basic roll-up blind
- State/territory WHS legislation, regulations, standards and codes of practice relevant to constructing a basic roll-up blind
- 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
- Terms used to describe components of a roll-up blind

- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to constructing a basic roll-up blind, and documentation on workplace practices, including standard operating procedures for constructing a basic roll-up blind.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2001 Use blinds, awnings, security screens and grilles hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using hand and power tools in applications relating to the blinds and awnings, and security screens and grilles sectors of the furnishing industry. It applies in workplaces and on-site environments and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings, security screens and grilles

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify hand and power tools	1.1	Types of hand and power tools and their functions are identified
		1.2	Sources of power supply are recognised
		1.3	Work health and safety (WHS), legislative requirements and workplace practices for using hand and power tools are recognised and adhered to
2	Select hand tools	2.1	Appropriate personal protective equipment is selected, correctly fitted and used

- | | | | |
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| | | 2.2 | Hand tools are selected consistent with the needs of the task |
| | | 2.3 | Tools are checked for safe operation and any faults are corrected or tagged and reported to appropriate personnel |
| | | 2.4 | Equipment is selected to hold or support material for hand tool operation |
| 3 | Use hand tools | 3.1 | Material is located and held in position for hand tool operation |
| | | 3.2 | Hand tools are held correctly for safe operation |
| | | 3.3 | Hand tools are used according to manufacturer instructions and safe work practices |
| | | 3.4 | Hand tools are safely located when not in immediate use |
| 4 | Select power tools | 4.1 | Power tools are selected consistent with the needs of the task |
| | | 4.2 | Power tools are checked for serviceability and safe operation in accordance with WHS requirements |
| | | 4.3 | Power tool faults are corrected or tagged and reported to appropriate personnel |
| | | 4.4 | Equipment is selected to hold or support materials for power tool operation |
| 5 | Use power tools | 5.1 | Material is held in position for power tool operation |
| | | 5.2 | Power tools are set up for use according to manufacturer instructions and safe working practices |
| | | 5.3 | Power tools are held correctly for safe and efficient use |
| | | 5.4 | Power tools are used according to manufacturer instructions and safe work practices |
| | | 5.5 | Power tools are safely located when not in immediate use |
| 6 | Clean up work area and tools | 6.1 | Hand and power tools are cleaned after use |
| | | 6.2 | Operator maintenance is carried out following completion of task. |

- 6.3 Hand and power tools are stored following completion of task
- 6.4 Equipment is cleaned, maintained and stored
- 6.5 Work area is cleared and waste removed
- 6.6 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Hand tools include:**
- calculators
 - pop rivet gun
 - screwdrivers
 - combination saw
 - panel saws
 - hack saws
 - socket set
 - hand grinder
 - hammers
 - files
 - tin snips
 - spanners
 - level
 - square
 - measuring tape
 - hex keys

- caulking gun
- markers
- tensioning devices
- G clamps
- string lines
- scissors
- eyelet punches
- laser level
- stud finder
- pipe bender
- knives
- sheers
- measuring device
- straight edge
- rollers
- metal press
- tap and die sets

Power tools include:

- bench grinders
- hammer drills
- cordless screwdriver/drill
- air drills
- jig saws
- drop saw
- docking saw
- circular saw
- press-stud machine
- hot knives
- staple gun
- hollow wall anchor gun
- planer

Power supply includes:

- battery, mains, electricity and pneumatic

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- use of personal protective equipment
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation

- award and enterprise agreements
 - industrial relations
 - Australian Standards
 - confidentiality and privacy
 - WHS
 - the environment
 - equal employment opportunity (EEO)
 - anti-discrimination
 - relevant industry codes of practice
 - duty of care and heritage
 - 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
 - safety glasses/goggles
 - hearing protection
 - safety footwear
 - protective clothing and head wear
 - respiratory protection
 - trainer
 - assessor
 - supervisor
 - team leader
 - maintenance officer
 - manager or any person responsible for the activities in the workplace/worksite
 - clamps, jigs, braces and ladders
 - textiles (canvas, acrylic, PVC, clear PVC, mesh and
- Workplace practices include:**
- Personal protective equipment includes:**
- Appropriate personnel include:**
- Equipment includes:**
- Material includes:**

- binding)
- metals (aluminium and steel)
- timber
- steel or aluminium material in extruded or sheet form
- synthetic, aluminium or steel screen material
- Safe operation includes:** • safe work practices followed in accordance with industry and enterprise specific policies and procedures
- Waste includes:** • textiles, metals, timber, metal off-cuts and shavings
- waste removal should be in accordance with enterprise policies and environmental legislation covering disposal of industrial waste
- Workplace documentation includes:** • time sheets
- customer care cards
- work orders and reports, such as machining method, product type, size, inspection, grading and labelling outcomes, storage locations, quality outcomes, hazards, and incidents or equipment malfunctions

Unit Mapping Information

Supersedes and is equivalent to LMFBA2001A Use blinds and awnings sector hand and power tools

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2001 Use blinds, awnings, security screens and grilles hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Communicate with workplace/worksite supervisor to:
 - confirm work orders and instructions
 - identify problems
- Apply safe handling practices for equipment, products and materials and minimise the risk of injury to self and others
- Prevent damage to goods, tools, equipment or products and maintain required production output and product quality
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for use of hand and power tools
- Identify, select and safely use hand and power tools for manufacturing and fitting blinds, awnings, security screens and grilles in the workplace/worksite
- Report outcomes of hand and power tool use and maintenance problems
- Use pre-checking and inspection techniques to anticipate problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for selecting and using hand and power tools
- Plan and organise own work, including the preparation and layout of the work area, and obtaining equipment and materials to avoid back tracking

Knowledge Evidence

- State/territory WHS legislation, regulations, standards and codes of practice relevant to hand and power tool use
- Workplace and worksite, requirements, policies and procedures for hand and power tool use
- 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 workplace/worksite protocols
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Procedures for the reporting, recording and maintenance of workplace records and information
- Procedures for reporting and recording faulty hand and power tools

- Characteristics of steel and/or aluminium, steel and/or aluminium products and defects
- Industry standard cross-sections and lengths
- Relevant storage systems and labelling

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location, and standard operating procedures for using blinds, awnings security screens and grilles hand and power tools relevant to manufacturing or fitting blinds, awnings, security screens and grilles.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2002 Set up, operate and maintain blinds and awnings sector static machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers set up, operation and maintenance of static machines used for the production of blinds and awnings. It applies in a workplace environment and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements, workplace practices and personal protection needs are identified and observed throughout the work
		1.2	Work orders are checked and confirmed
		1.3	Machines, cutting tools and templates are identified, selected and checked for safe operation
		1.4	Material for machining is selected and inspected for quality

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|---|------------------------------|-----|---|
| | | 1.5 | Procedures are determined for minimising waste and maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | | 3.1 | Pre-start up checks are carried out on equipment following workplace practices |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and workplace practices |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer specifications |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace practices |
| | | 3.7 | Machining process and equipment faults are recorded and reported to the appropriate personnel |
| 4 | Conduct operator maintenance | 4.1 | Equipment lock out procedures are followed in accordance with WHS legislation and workplace practices |
| | | 4.2 | Cutting tools are checked for blunt or damaged condition following workplace practices |
| | | 4.3 | Cutting tools are removed and replaced in accordance with manufacturer specifications |
| | | 4.4 | Machining area is kept clear of dust, off-cuts and debris in accordance with WHS requirements |

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|---|---|-----|--|
| 5 | Clean up work area and maintain equipment | 5.1 | Material that can be re-used is collected and stored |
| | | 5.2 | Waste and scrap are removed following workplace practices |
| | | 5.3 | Equipment and work area are cleaned, maintained and stored following workplace practices |
| | | 5.4 | Operator maintenance is completed in accordance with manufacturer specifications and workplace practices |
| | | 5.5 | Unserviceable equipment is tagged and reported to appropriate personnel |
| | | 5.6 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation

	<ul style="list-style-type: none">• award and enterprise agreements• industrial relations• Australian Standards• confidentiality and privacy• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage
Workplace practices include:	<ul style="list-style-type: none">• 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)
Personal protection needs include:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing• respiratory protection
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer care cards• worksheets
Material includes:	<ul style="list-style-type: none">• textiles• metal• timber
Machines include:	<ul style="list-style-type: none">• roller guillotines• lath cutter• Venetian punches• special crimping pliers• drill press• docking saw• sewing machines (plain foot zig zag machine, walker foot)

	zig zag machine, chain stitch machine, tape binding machines, overlocker)
	<ul style="list-style-type: none">• computerised fabric cutters (aeronaught/pizza wheel, laser cutters, ultra sonic cutter)• RF welder• pelmet blender• press stud machine• fabric slitters• computerised Venetian machines (multi-stage punching, single-stage punching)• fabric carousel• vertical blind cutters (manual, hydraulic, air and computerised)• eyelet machine• tube bender
Templates include:	<ul style="list-style-type: none">• folding creases, scallops and trims
Waste includes:	<ul style="list-style-type: none">• textiles• metals• timber
Energy efficiency includes:	<ul style="list-style-type: none">• using on/off/standby as required• ensuring machine is turned off at completion of work or shift
Safety equipment includes:	<ul style="list-style-type: none">• emergency stops• cut out switches• machine guards
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets, instructions on the equipment or instructions for correct use
Trial runs include:	<ul style="list-style-type: none">• dry runs of machine• test runs on materials to check settings
Machine operation includes:	<ul style="list-style-type: none">• settings, programming and following manufacturer specifications for safe operation
Pre-start up checks include:	<ul style="list-style-type: none">• ensuring the equipment has been set-up correctly• cutting tools are installed accurately• machinery is operating to optimum performance
Output includes:	<ul style="list-style-type: none">• the speed or rate at which material is machined
Recorded and reported includes:	<ul style="list-style-type: none">• the machining method• product type, size, inspection, grading and labelling outcomes• storage locations• quality outcomes

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| Appropriate personnel include: | <ul style="list-style-type: none">• hazards, incidents or equipment malfunctions• assessors• trainers• supervisors• suppliers• clients• colleagues• managers and any other person responsible for work activities |
| Operator maintenance includes: | <ul style="list-style-type: none">• ensuring machinery is in safe working order and to prevent unscheduled machinery downtime |
| Workplace documentation includes: | <ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports |

Unit Mapping Information

Supersedes and is equivalent to LMFBFA2002A Set up, operate and maintain blinds and awnings sector static machines

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2002 Set up, operate and maintain blinds and awnings sector static machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Accurately interpret work orders and job specifications to prepare for setting up and operating static machines
- Apply safe handling requirements for equipment, machines, products and materials to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
- Communicate with site supervisor to:
 - confirm work orders and instructions
 - identify problems
- Identify materials used in static machines
- Select and set up static machines following manufacturer instructions and workplace practices
- Operate static machines following manufacturer specifications and safe work practices, including the use of safety equipment and personal protective equipment
- Maintain static machines following manufacturer specifications and workplace practices
- Report outcomes of setting up, operating and maintaining static machines
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Identify problems and equipment faults and demonstrate appropriate response procedures
- Participate in establishing new ideas and work specifications for setting up, operating and maintaining static machines
- Plan and organise own work, including the preparation and layout of the work area, and obtaining equipment and materials to avoid backtracking
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Use workplace technology related to the production task, including specified tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for using static machines
- Organisational and workplace requirements, policies and procedures for using static machines

- 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 machines and equipment and procedures for their safe use, operation and maintenance
- Set up and operation of static machines
- Characteristics of materials processed using static machines
- Cutting patterns and sequences
- Identification of cutting tool condition and fault reporting
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Procedures for reporting machinery faults and material defects
- Mathematical procedures for estimation and measurement
- The range, characteristics, uses and limitations of blinds and awnings sector static machines
- General workplace quality standards and procedures
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to setting up, operating and maintaining static machines; specifications and standard operating procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2003 Select and apply blinds and awnings hardware and fixings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting hardware and other fixings in the manufacture and installation of blinds and awnings. It applies in workplace and on-site environments and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are identified and followed
		1.2	Personal protective equipment is used correctly throughout the work
		1.3	Types of hardware and fixings are identified and selected for the work
		1.4	Tools and equipment for application are identified and checked for safe operation
2	Apply and/or fit	2.1	Hardware items are laid out ready for application

	and finish	2.2	Hardware and fixings are applied as required according to work instructions and workplace practices
		2.3	Work is checked against required quality standards
3	Finalise operation and maintain equipment	3.1	Work area is cleaned and waste removed
		3.2	Unused hardware is collected and stored for re-use or disposal following workplace practices
		3.3	Waste and scrap materials are dealt with following workplace practices
		3.4	Hand and power tools and equipment are cleaned, maintained and stored in accordance with workplace practices
		3.5	Machinery is cleaned and left in safe mode
		3.6	Faulty and/or defective equipment is tagged and reported to appropriate personnel
		3.7	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment

Legislative requirements include:	<ul style="list-style-type: none">• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying• applicable legislation from all levels of government that affect organisational operation• award and enterprise agreements• industrial relations• Australian Standards• confidentiality and privacy• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage
Workplace practices include:	<ul style="list-style-type: none">• 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)
Personal protective equipment includes:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing• respiratory protection
Hardware includes:	<ul style="list-style-type: none">• screws• nails• pop rivets• plugs• tek screws• loxons• dynabolts• split pins

	<ul style="list-style-type: none">• nuts and bolts• cord locks• wands• head rails• head boxes
Fixings include:	<ul style="list-style-type: none">• chemical anchors• hollow wall anchors• spring brackets• mongo plugs• masking tape• silicone spray and silastic
Tools and equipment include:	<ul style="list-style-type: none">• pop rivet guns• screwdriver (hand, power and cordless)• hammer• drills (hand, powered and cordless)• hollow wall anchor gun• caulking gun
Work instructions include:	<ul style="list-style-type: none">• instructions for the application of hardware components
Quality standards include:	<ul style="list-style-type: none">• standards set at workplace level
Waste includes:	<ul style="list-style-type: none">• textiles• metals• timber• masonry• plaster• plastic and paper packaging• broken hardware and fixings• tape rolls• spray cans
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders

Unit Mapping Information

Supersedes and is equivalent to LMF2004A Select and apply blinds and awnings hardware and fittings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2003 Select and apply blinds and awnings hardware and fixings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders, locate materials and use information to select and apply hardware and fixings
- Communicate with site supervisor to:
 - confirm work orders and instructions
 - identify problems
- 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 applying hardware and fixings
- Select, set up and maintain tools and equipment in accordance with manufacturer instructions and workplace practices
- Communicate and work with others in the work area
- Report process for materials faults, damaged products or equipment
- Identify, select and apply hardware and fixings to at least four (4) different styles of blinds and awnings
- Work with others and in a team to select and apply hardware and fixings
- Use pre-checking and inspection techniques to anticipate production problems, avoid reworking and wastage
- Participate in establishing new ideas and work specifications for selecting and applying hardware and fixings
- Plan and organise activities, including the preparations and layout of the worksite, and the obtaining of equipment and materials to avoid backtracking
- Follow workplace induction principles
- Accurately plan and organise own work activities
- Use workplace technology related to selecting and applying hardware and fixings including specified tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for selecting and applying hardware and fixings
- Organisational and site standards, requirements, policies and procedures for applying hardware and fixings

- 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 used to apply hardware and fixings and procedures for their safe use, operation and maintenance
- Characteristics of hardware and fixings and their use
- Set up and operation of tools and equipment used for applying hardware and fixings
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required a location for the application of hardware and fixings for blinds and awnings construction and installation and standard operating procedures for selecting and applying hardware and fixings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2004 Construct roll-up and pull-down style blinds and awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing roll-up and pull-down style blinds and awnings for interior and exterior applications. It applies in a workplace environment and may be conducted in a small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements, and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used correctly
		1.3	Work orders are checked and confirmed
		1.4	Material and hardware are selected and checked against work orders
		1.5	Material is checked for flaws

- | | | | |
|---|-------------------------------------|-----|---|
| 2 | Join, lay out, mark and cut fabrics | 2.2 | Allowances are calculated and recorded |
| | | 2.3 | Materials are joined to make required width |
| | | 2.4 | Cutting equipment is checked for safe operation |
| | | 2.5 | Materials are cut making allowances for hardware |
| | | 2.6 | Material is laid out flat and square and marked according to workplace practices |
| | | 2.7 | Decorative edges, gimps and fringes are selected, measured and cut according to work order |
| | | 2.8 | Measurements are checked against work order |
| 3 | Construct product | 3.1 | Material edges are hemmed making allowances for hardware |
| | | 3.2 | Decorative edging, gimps and fringes are attached to bottom edge |
| | | 3.3 | Hardware is prepared according to work order |
| | | 3.4 | Hardware is fitted to skin |
| | | 3.5 | Product is constructed according to work instructions |
| | | 3.6 | Child safety mechanisms are selected and attached |
| 4 | Apply quality checks | 4.1 | Completed product is checked ensuring finished product matches work order |
| | | 4.2 | Finished product is tested within limits of normal operation for correct operation |
| | | 4.3 | Parts of the work that do not comply with work order are repaired or reworked |
| 5 | Complete work | 5.1 | Finished work is cleaned, protected and stored following workplace practices |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed in accordance with enterprise policies and environmental legislation covering disposal of industrial waste |

5.5 Workplace documentation or reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices include:

- legal, organisational and site guidelines
- policies and procedures relating to own role and responsibility

	<ul style="list-style-type: none">• 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
Personal protective equipment includes:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing• respiratory protection
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• worksheets
Material includes:	<ul style="list-style-type: none">• canvas• acrylic• PVC• clear PVC• mesh• binding• woven fibreglass PVC
Hardware includes:	<ul style="list-style-type: none">• rollers• battens• running assemblies• spring• rope edge• rivets• tek screws• screws• guide rails head boxes
Tools and equipment include:	<ul style="list-style-type: none">• drill and bits• hack saw• aluminium bench saw• tape measure

	<ul style="list-style-type: none">• pop rivet gun• tek gun• screwdriver (power, cordless and hand)• cutting bench• shears• knives• cut off saws• sewing machines• needles• staple gun• double sided tape dispenser• file• mallet and hammer
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets, instructions on the tools and equipment, or instructions for correct use
Joined includes:	<ul style="list-style-type: none">• sewing or welding processes
Allowances include:	<ul style="list-style-type: none">• measurements of textiles to be adjusted to allow for selected hardware, joins and hems
Marking includes:	<ul style="list-style-type: none">• using suitable medium, such as chalk, pen and pencil
Hemmed includes:	<ul style="list-style-type: none">• using sewing or welding processes and making allowances for hardware
Work instructions include:	<ul style="list-style-type: none">• instructions for the construction of roll-up and pull-down style blinds and awnings
Child safety mechanisms include:	<ul style="list-style-type: none">• those required by legislation or code of practice
Appropriate personnel include:	<ul style="list-style-type: none">• assessor• trainer• supervisor• team leader• maintenance officer• manager or any other person responsible for the work activity
Waste includes:	<ul style="list-style-type: none">• textiles• metal• timber
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBFA2005A Construct roll up and pull down style blinds and awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2004 Construct roll-up and pull-down style blinds and awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing roll-up and pull-down style blinds and 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 roll-up and pull-down style blinds and awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Report process for materials faults, damaged products or equipment
- Cut textiles accurately according to work orders
- Construct a minimum of two (2) roll-up and two (2) pull-down style blinds or awnings. Task is to include identifying and selecting hardware; measuring and joining materials; fitting hardware; and cleaning, packaging and storing completed products
- Communicate with site supervisor and others to:
 - confirm work orders and instructions
 - identify problems
- Report outcomes of constructing textile roll-up and pull-down style awnings
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for constructing roll-up and pull-down style blinds and awnings
- Plan and organise own work, including preparation and layout of work area and obtaining equipment and materials to avoid backtracking
- Accurately plan and organise own work activities
- Adapt to new skill requirements
- Use workplace technology related to constructing roll-up and pull-down style blinds and awnings, including specified tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing roll-up and pull-down style blinds and awnings

- Organisational and workplace standards, requirements, policies and procedures for constructing roll-up and pull-down style blinds and awnings
- Interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established line of communication and protocols
- Types of tools and equipment used to construct roll-up or pull-down style blinds and awnings and procedures for their safe use, operation and maintenance
- Characteristics of textiles and hardware used in the construction of roll-up and pull-down style blinds and awnings
- Set up and operation of sewing and welding equipment
- Computer programs
- Cutting patterns and sequences
- Cutting tool condition, including sharpness, straightness and suitability for task
- Industry standard textile roll widths
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical procedures for estimation and measurement of materials and hardware

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a relevant location to construct roll-up and pull-down style blinds and awnings, and workplace practices, including standard operating procedures for constructing roll-up and pull-down style blinds and awnings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2005 Construct vertical-style blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing vertical-style blinds. It applies to a workplace environment and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used correctly
		1.3	Work orders are checked and confirmed
		1.4	Material is selected from stock and checked against work order
		1.5	Tools and equipment are selected and checked for safe operation
		1.6	Hardware is selected and checked against work order

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|---|---------------------------------|-----|--|
| 2 | Lay out, mark and cut materials | 2.1 | Correct side of materials and pattern direction are identified |
| | | 2.2 | Allowances for hardware, joins and hems are calculated and recorded |
| | | 2.3 | Material is laid out flat and square on a cutting table large enough to take full width of material and marked using chalk, markers or pencil |
| | | 2.4 | Cutting equipment is checked for safe operation |
| | | 2.5 | Material is cut following workplace practices |
| 3 | Construct blind | 3.1 | Headline and spline shaft is identified, selected and cut to manufacturer specifications |
| | | 3.2 | Hardware is selected for headrail and assembled to manufacturer specifications |
| | | 3.3 | Slats are finished according to workplace practices |
| | | 3.4 | Finishing hardware is attached according to work instructions |
| | | 3.5 | Child safety mechanisms required by legislation or code of practice are selected and attached |
| 4 | Apply quality checks | 4.1 | Finished blinds are checked ensuring finish and final length of blinds match work order |
| | | 4.2 | Finished blind is tested within limits of normal operation for correct operation |
| | | 4.3 | Parts of the work that do not comply with work order are repaired or re-worked |
| 5 | Complete work | 5.1 | Completed work is cleaned, protected and stored |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 5.5 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices include:

- legal, organisational and site guidelines
- policies and procedures relating to own role and responsibility
- quality assurance
- procedural manuals

	<ul style="list-style-type: none">• 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
Personal protective equipment includes:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing• respiratory protection
Work orders include:	<ul style="list-style-type: none">• customer order forms• job cards• quotations for work• worksheets
Material includes:	<ul style="list-style-type: none">• polyester blend fabrics• timber• cord
Tools and equipment include:	<ul style="list-style-type: none">• spacing machine• cut off saw• link spacing tool• pliers• scissors• vane cutter
Hardware includes:	<ul style="list-style-type: none">• chain• spline shaft• motor• head rail
Manufacturer specifications include:	<ul style="list-style-type: none">• written or verbal specifications
Finished includes:	<ul style="list-style-type: none">• sewing• welding• gluing
Work instructions include:	<ul style="list-style-type: none">• instructions for the variations in construction of vertical-style blinds

- Finishing hardware includes:**
 - hangers
 - weights
 - chains
- Appropriate personnel include:**
 - assessors
 - trainers
 - supervisor
 - team leader
 - maintenance officer
 - manager or any other person responsible for the work activity
- Waste includes:**
 - textiles
 - metal
 - timber
 - hardware
- Workplace documentation includes:**
 - time sheets
 - customer care cards
 - work orders
 - reports

Unit Mapping Information

Supersedes and is equivalent to LMFBFA2006A Construct vertical style blinds

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2005 Construct vertical-style blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing vertical-style blinds
- 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 vertical-style blinds
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Follow operating procedures to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
- Maintain equipment to ensure production output and product quality
- Communicate effectively and work safely with others in the work area
- Modify activities to cater for variations in workplace contexts and environment
- Report process or materials faults, damaged products or equipment
- Cut fabrics accurately according to work orders
- Construct a minimum of two (2) vertical-style blinds using two (2) different tracking systems. The task is to include selecting components, making headbox, cutting and sewing/welding/gluing fabric and assembly
- Communicate with site supervisor to:
 - confirm work orders and instructions
 - identify problems
- Report outcomes of cutting fabric and constructing and finishing vertical-style blinds
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for constructing vertical-style blinds
- Plan and organise activities, including the preparations and layout of the worksite, and the obtaining of equipment and materials to avoid backtracking
- Use workplace technology related to constructing vertical-style blinds, including specified tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing vertical-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing vertical-style blinds
- 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 used to construct vertical-style blinds and procedures for their safe use, operation and maintenance
- Terms used to describe components of a vertical-style blind
- Characteristics of materials used in the construction of vertical-style blinds
- Set-up and operation of basic static machines
- Computer programs for blinds and awnings manufacture
- Cutting patterns and sequences
- Cutting tool condition including sharpness, straightness and suitability for task
- Industry standard fabric widths
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.

- Access is required to a location relevant to constructing vertical-style blinds, and standard operating procedures for constructing vertical-style blinds.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2006 Construct textiles for canopy-style awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing the textile components of canopy-style awnings. It applies in a workplace environment and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used correctly
		1.3	Work order is reviewed, confirmed and clarified with appropriate personnel
		1.4	Frame, which will vary according to customer requirements for Dutch hoods (with end style variations), Florentines or cupola is measured and quantities of materials calculated

		1.5	Textiles are selected and checked for flaws according to workplace practices
		1.6	Tools and equipment are selected and used according to workplace practices and manufacturer instructions
2	Lay out, mark and cut textiles	2.1	Correct side of textile, naps, direction of patterns and pattern matches are identified
		2.2	Textiles are laid over frame and measured and marked to fit frame leaving joining allowances
		2.3	Panels and scallops, whose number and shape will vary according to size and shape of canopy frame, are marked and cut
		2.4	Textiles are cut
		2.5	Measurements are checked against work order
3	Join textiles	3.1	Textiles are joined according to workplace practices
		3.2	Textiles are laid over frame and perimeter pockets marked
		3.3	Pockets are sewn
		3.4	Scallop edging is attached
4	Construct awning	4.1	Method of fixing skin to frame is determined
		4.2	Textile skin is constructed according to work instructions
		4.3	Skin is attached to frame according to work instructions
		4.4	Aluminium framed canopy-style awning frame is braced
5	Apply quality checks	5.1	Completed awnings are checked ensuring finish and final size match work requirements
		5.2	Parts of the work that do not comply with work order are repaired or re-worked
		5.3	Frame is checked for damage and repairs made if necessary according to workplace practices
6	Complete work	6.1	Finished work is cleaned, protected and stored following workplace practices

- 6.2 Tools and equipment are cleaned, maintained and stored
- 6.3 Faulty tools and equipment are reported to appropriate personnel
- 6.4 Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste
- 6.5 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy

	<ul style="list-style-type: none">• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage
Workplace practices include:	<ul style="list-style-type: none">• 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
Personal protective equipment includes:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing• respiratory protection
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• worksheets• specifications, including design, size and colour
Appropriate personnel include:	<ul style="list-style-type: none">• supervisors• suppliers• clients• colleagues• managers or any person responsible for the work activity
Materials include:	<ul style="list-style-type: none">• canvas• acrylic• PVC• clear mesh• hoop iron• pop rivets

	<ul style="list-style-type: none">• rope edge• cara groove track
Tools and equipment include:	<ul style="list-style-type: none">• tape measure• scissors• sewing machine• welding equipment• marking pens• pop rivet guns
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets, instructions on the tools and equipment, or instructions for correct usage
Laid over includes:	<ul style="list-style-type: none">• ensuring fabric is square and pulled tight over frame
Joining allowances include:	<ul style="list-style-type: none">• 12 mm or as specified by the textile manufacturer
Joined includes:	<ul style="list-style-type: none">• sewing or welding
Joining methods include:	<ul style="list-style-type: none">• screws• hoop iron and pop rivets• rope edge• cara groove track
Work instructions include:	<ul style="list-style-type: none">• instructions for the construction of textiles for canopy-style awnings
Waste includes:	<ul style="list-style-type: none">• textiles, metal and timber
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA2007A Construct textiles for canopy style awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2006 Construct textiles for canopy-style awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete construct textiles for canopy-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 canopy-style awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Report process for materials faults, damaged products or equipment
- Construct a minimum of three (3) different textile canopy-style awnings. Task is to include measuring, cutting, joining and fixing the skin to the frame with a tight drum-like finish
- Communicate with site supervisor to:
 - confirm work orders and instructions
 - identify problems
- Report outcomes of constructing textiles for canopy-style awnings
- Work with others and in a team to construct textiles for canopy-style awnings
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for constructing textiles for canopy-style awnings
- Plan and organise own work, including preparation and layout of work area and obtaining equipment and materials to avoid backtracking
- Use workplace technology related to constructing canopy-style awnings, including specified tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing textiles for canopy-style awnings
- Organisational and workplace standards, requirements, policies and procedures for constructing canopy-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 used to construct textiles for canopy-style awnings and procedures for their safe use, operation and maintenance
- Terms used to describe components of canopy-style awnings
- Characteristics of textiles used for canopy-style awnings
- Set up and operation of static machines
- Cutting patterns and sequences
- Cutting tool condition, including sharpness, straightness and suitability for task
- Industry standard cross-sections and lengths for framing materials
- Industry standard textile widths
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a relevant location for constructing textiles for canopy-style awnings, and standard operating procedures for constructing textiles for canopy-style awnings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2007 Construct plastic and timber Venetian-style blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing plastic and timber Venetian-style blinds. It applies to small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used
		1.3	Work order is reviewed, confirmed and clarified with appropriate personnel
		1.4	Materials, hardware and fixings are selected and checked against work orders
2	Measure, mark and cut slats	2.1	Slats are measured to length, marked and cut
		2.2	Cord holes are accurately punched in slats

- | | | | |
|---|---------------------|------|--|
| | | 2.3 | Slats are finished as required according to work order |
| 3 | Assemble blind | 3.1 | Head rail components, bottom rails and tilt rod are selected and cut |
| | | 3.2 | Head rails are assembled according to manufacturer instructions or workplace practices |
| | | 3.3 | Correct spacing according to spacing charts for Venetian-style blind slats is determined |
| | | 3.4 | Cords and ladder braids are selected and attached to head rail components |
| | | 3.5 | Hardware is attached according to work instructions |
| | | 3.6 | Slats are threaded through ladder tapes |
| | | 3.7 | Measuring tape is used to confirm final size and blind adjusted |
| | | 3.8 | Bottom rail is attached to blind |
| | | 3.9 | Cords are threaded through slats and attached |
| | | 3.10 | Child safety mechanisms as required by legislation or codes of practice are selected and attached |
| 4 | Make quality checks | 4.1 | Finished blind is checked ensuring length, width, slat size and colour match work order |
| | | 4.2 | Finished blind is tested within limits of correct operation for correct operation and 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, protected and stored following workplace practices |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 5.5 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

	<ul style="list-style-type: none">standardsemergency and evacuationethical standardsrecording and reportingaccess and equity principles and practicesequipment use, maintenance and storageenvironmental management (waste disposal, recycling and re-use guidelines)tolerancesfollowing manufacturer instructions
Personal protective equipment includes:	<ul style="list-style-type: none">safety glasses/goggleshearing protectionsafety footwearprotective clothingrespiratory protection
Work order includes:	<ul style="list-style-type: none">customer order formsjob cardsquotations for workworksheetsspecifications, including design, size, colour and quantity
Appropriate personnel include:	<ul style="list-style-type: none">supervisorssuppliersclientscolleaguesmanagers or any person responsible for the work activity
Materials include:	<ul style="list-style-type: none">plastictimber
Hardware and fixings include:	<ul style="list-style-type: none">ladder braidcordhead railsrollerscord lockstilt mechanismstilt rodswandsacornstrumpetsmotors
Punching includes:	<ul style="list-style-type: none">use of single or multi-stage punching machines
Finishing includes:	<ul style="list-style-type: none">lacqueringoiling

	<ul style="list-style-type: none">• painting• staining
Head rail components include:	<ul style="list-style-type: none">• rollers• cord lock• tilt mechanisms
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets or instructions on the hardware or packaging
Work instructions include:	<ul style="list-style-type: none">• instructions for the construction of plastic or timber Venetian-style blinds
Waste includes:	<ul style="list-style-type: none">• plastic• metal• timber
Documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA2008A Construct plastic and timber Venetian style blinds

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2007 Construct plastic and timber Venetian-style blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders, locate materials and use information to complete tasks in constructing plastic and timber Venetian-style blinds
- 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
- Construct a minimum of two (2) plastic Venetian-style blinds and two (2) timber Venetian-style blinds. Task is to include selecting materials and hardware; cutting slats; punching and finishing slats; assembling blind, including head and bottom rail components and tilt mechanisms; cleaning, packaging and storing finished blinds; and reporting materials faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing plastic and timber Venetian-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing plastic and timber Venetian-style blinds
- 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 used to construct plastic and timber Venetian-style blinds and procedures for their safe use, operation and maintenance
- Set-up, operation and maintenance of static machines used in blinds manufacture
- Terms used to describe components of plastic and timber Venetian-style blinds
- Characteristics of plastic and timber used in the construction of Venetian-style blinds
- Storage systems and labelling

- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a relevant location for constructing plastic and timber Venetian-style blinds; workplace practices, including standard operating procedures and spacing charts for constructing plastic and timber Venetian-style blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2008 Construct aluminium Venetian-style blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing aluminium Venetian-style blinds. It applies in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used
		1.3	Work orders are checked and confirmed
		1.4	Tools and equipment are selected and checked for safe operation
		1.5	Aluminium solid or perforated coil stock, hardware and fixings are selected and checked against work order
2	Assemble blind	2.1	Head and bottom rails are selected, measured and cut

- | | | | |
|---|---------------------|-----|---|
| | | 2.2 | Cords and ladder braids are selected, cut and attached to head rail |
| | | 2.3 | Hardware is attached to head and bottom rails |
| | | 2.4 | Venetian blind machine is set up according to manufacturer instructions |
| | | 2.5 | Headrail is attached to Venetian blind machine and the machine run to cut, punch and attach slats to head rail |
| | | 2.6 | Blind is placed on hoist and bottom rail installed |
| | | 2.7 | Ladders are crimped to final blind size |
| | | 2.8 | Finishing hardware is installed |
| | | 2.9 | Child safety mechanisms as required by legislation or code of practice are selected and attached |
| 3 | Make quality checks | 3.1 | Finished blinds are checked ensuring length and width match work order |
| | | 3.2 | Finished blind is tested within limits of normal operation for correct operation and parts of the work that do not comply with work order are repaired or re-worked |
| 4 | Complete work | 4.1 | Finished work is cleaned, protected and stored following workplace practices |
| | | 4.2 | Tools and equipment are cleaned, maintained and stored |
| | | 4.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 4.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 4.5 | Workplace documentation or reporting is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

	<ul style="list-style-type: none">• 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
Personal protective equipment includes:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing• respiratory protection
Work orders include:	<ul style="list-style-type: none">• customer order forms• job cards• quotations for work• worksheets• specifications, including design, size, colour and quantity
Hardware and fixings include:	<ul style="list-style-type: none">• head box components as specified by manufacturer• ladder braid• cord• head rails• rollers• cord locks• tile mechanism• tilt rods• Wands• acorns• trumpets
Tools and equipment include:	<ul style="list-style-type: none">• pliers• scissors• cord threading needle
Work instructions include:	<ul style="list-style-type: none">• instructions for the machining of the coil stock and construction of the blind
Venetian blind machine includes:	<ul style="list-style-type: none">• a machine that crowns, runs and punches the aluminium coil stock. It automatically feeds the slat through the string tapes at each individual level
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets, instructions on the machine or verbal instructions on correct use
Appropriate personnel	<ul style="list-style-type: none">• assessors• trainers

- include:**
- supervisors
 - team leader
 - maintenance officer
 - manager or any other person responsible for the work activity
- Waste includes:**
- metal
 - cord
 - braids
- Workplace documentation includes:**
- time sheets
 - customer care cards
 - work orders
 - reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA2009A Construct aluminium Venetian style blinds

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2008 Construct aluminium Venetian-style blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing aluminium Venetian-style blinds
- 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 aluminium Venetian-style blinds
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Set up, operate and maintain static machines used in the construction of aluminium Venetian-style blinds
- Construct a minimum of two (2) aluminium Venetian-style blinds using two (2) different head box assemblies. Task to include selecting materials and hardware; setting up and operating Venetian blind machine; assembling blind; cleaning, packaging and storing finished blind; cleaning work area; and completing workplace documentation and reports, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing aluminium Venetian-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing aluminium Venetian-style blinds
- 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 used to construct aluminium Venetian-style blinds and procedures for their safe use, operation and maintenance

- Terms used to describe components of aluminium Venetian-style blinds
- Characteristics of aluminium used for constructing Venetian-style blinds
- Set-up, operation and maintenance of static machines used in the construction of aluminium Venetian-style blinds
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing aluminium Venetian-style blinds; and workplace practices, including standard operating procedures for constructing aluminium Venetian-style blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2009 Construct metal louvre and canopy-hooded style awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing metal louvre and canopy-hooded style awnings. It applies to small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used
		1.3	Work orders are checked and confirmed
		1.4	Materials and hardware are selected and checked against work requirements
		1.5	Tools and equipment are selected and checked for safe operation
2	Cut stock and	2.1	Metal stock is cut to manufacturer recommendations

	assemble awning	2.2	Metal is bent to form shape of awning
		2.3	Awning is assembled to manufacturer specifications
3	Make quality checks	3.1	Completed awnings are checked ensuring finished product matches work order
		3.2	Completed awning is tested within limits of normal operation for correct operation and parts of the work that do not comply with work order are repaired or re-worked
4	Complete work	4.1	Finished work is cleaned, protected and stored following workplace practices
		4.2	Tools and equipment are cleaned, maintained and stored
		4.3	Faulty tools and equipment are reported to appropriate personnel
		4.4	Work area is cleaned and waste is disposed of according to workplace practices
		4.5	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing

Legislative requirements include:	<ul style="list-style-type: none">• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying• applicable legislation from all levels of government that affect organisational operation• award and enterprise agreements• industrial relations• Australian Standards• confidentiality and privacy• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage
Workplace practices include:	<ul style="list-style-type: none">• 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
Personal protective equipment includes:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing• respiratory protection
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• worksheets• specifications, including design, size, colour and quantity

Materials include:	<ul style="list-style-type: none">• aluminium• steel panels• stringers
Hardware includes:	<ul style="list-style-type: none">• rivets• screws
Tools and equipment include:	<ul style="list-style-type: none">• drills• pop rivet guns• screw guns• guillotine• panel saws• benders• shears
Manufacturer specifications include:	<ul style="list-style-type: none">• written or verbal specifications
Appropriate personnel include:	<ul style="list-style-type: none">• assessor• trainer• supervisor• team leader• maintenance officer• manager or any other person responsible for the work activity
Waste includes:	<ul style="list-style-type: none">• textiles• metal• timber
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA2010A Construct metal louvre and canopy hooded style awnings

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2009 Construct metal louvre and canopy-hooded style awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing metal louvre and canopy-hooded 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
- Construct one (1) metal louvred awning and one (1) metal canopy-hooded awning. Task is to include selecting materials and hardware; machining material as required by manufacturer of metal stock; assembling awnings; cleaning, packaging and storing awnings; cleaning work area; maintaining and storing equipment; and completing workplace documentation and reports, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing metal louvre and canopy-hooded style awnings
- Organisational and workplace standards, requirements, policies and procedures for constructing metal louvre and canopy-hooded 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 used to construct metal louvre and canopy-hooded style awnings and procedures for their safe use, operation and maintenance
- Terms used to describe components of metal louvre and canopy-hooded style awnings
- Characteristics of metals used in the construction of metal louvre and canopy-hooded style awnings

- Set-up, operation and maintenance of static machines used in the construction of metal louvre and canopy-hooded style awnings
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing metal louvre and canopy-hooded style awnings; and workplace practices, including standard operating procedures for constructing metal louvre and canopy-hooded style awnings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA2010 Construct aluminium roll-up style awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing aluminium roll-up style awnings. The unit applies in a workplace environment and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used
		1.3	Work orders are checked and confirmed
		1.4	Tools and equipment are selected and checked for safe operation
		1.5	Aluminium stock and hardware are selected and checked against work requirements.
2	Cut materials	2.1	Head box, roller and bottom rail are cut

	ready for assembly	2.2	Spring is selected according to manufacturer specifications
		2.3	Aluminium panels are cut
		2.4	Measurements are checked against work order
3	Construct awning	3.1	Aluminium panels are joined to form awning skin
		3.2	Roller and bottom rail are installed to skin
		3.3	Spring and pin end are fitted to roller
		3.4	End caps and pull ring are installed to bottom rail
4	Make quality checks	4.1	Completed awnings are checked ensuring finished product matches work order
		4.2	Finished blind is tested within limits of correct operation for correct operation and parts of the work that do not comply with work order are repaired or re-worked
5	Complete work	5.1	Arms and fittings are selected ready for installation
		5.2	Finished work is cleaned, packaged with installation hardware and stored following workplace practices
		5.3	Tools and equipment are cleaned, maintained and stored
		5.4	Faulty tools and equipment are reported to appropriate personnel
		5.5	Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

Personal protective

- safety glasses/goggles

equipment includes:	<ul style="list-style-type: none">• hearing protection• safety footwear• protective clothing• respiratory protection
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• worksheets• specifications, including design, size, colour and quantity
Hardware includes:	<ul style="list-style-type: none">• screws• rivets• roller• bottom rail• head box components• spring• pin end• pull ring• end caps• rivets
Tools and equipment include:	<ul style="list-style-type: none">• guillotine• screw drivers• pop rivet gun
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets, instructions on the tools and equipment or instructions for correct usage
Joining includes:	<ul style="list-style-type: none">• riveting or welding processes
Appropriate personnel include:	<ul style="list-style-type: none">• assessor• trainer• supervisor• team leader• maintenance officer• manager or any other person responsible for the work activity
Waste includes:	<ul style="list-style-type: none">• metal• hardware
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders

Unit Mapping Information

Supersedes and is equivalent to LMFBA2011A Construct aluminium roll up style awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA2010 Construct aluminium roll-up style awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing aluminium roll-up 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 aluminium roll-up style awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Construct a minimum of two (2) aluminium roll-up style awnings. Task is to include selecting materials; cutting aluminium panels; preparing hardware; constructing awning skin; applying hardware; cleaning, packaging and storing completed awning; cleaning work area; maintaining and storing tools and equipment; and completing workplace documentation, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing aluminium roll-up style awnings
- Organisational and workplace standards, requirements, policies and procedures for constructing aluminium roll up 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 used to construct aluminium roll-up style awnings and procedures for their safe use, operation and maintenance
- Terms used to describe components of aluminium roll-up style awnings
- Characteristics of aluminium used in the construction of roll-up style awnings

- Set-up, operation and maintenance of static machines used in the construction of aluminium roll-up style awnings
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing aluminium roll-up style awnings; and workplace practices, including standard operating procedures for constructing aluminium roll-up style awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3001 Install interior blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installation of interior blinds. It applies in an on-site residential or commercial environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify products, fittings and attachments to be used	1.1	Type of blind to be fitted and work order requirements are identified
		1.2	Type of installation and access to site where restrictions on access may determine equipment used are identified from work order or site inspection
		1.3	Mounting brackets, materials and tools are identified from work instructions and site inspection conducted in consultation with customer
2	Plan process for installing blinds	2.1	Customer is consulted to determine suitable day and time for installation
		2.2	Equipment is identified to minimise risk of damage to

- customer's premises or injuries to self
- 2.3 Work sequence is planned in a logical order
 - 2.4 Attachment process is planned to conform to quality requirements, maximise the appearance of the finished work and provide for the most economical use of materials and labour
 - 2.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 2.6 Blind operating mechanism is set up and checked against manufacturer specifications and work instructions
- 3 Complete installation
- 3.1 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
 - 3.2 Blinds are fitted and tested within limitations of normal operation for correct operation
 - 3.3 Pellets, cord brackets and pulleys are fitted using appropriate hardware and adjusted to suit blind operation
 - 3.4 Blind is checked for correct operation and adjusted or repaired if necessary
 - 3.5 Customer is advised on correct operation of blind
- 4 Complete job and clean work area
- 4.1 Worksite is cleaned and equipment is cleaned and stored according to workplace practices
 - 4.2 Rubbish is cleared and waste collected for disposal in accordance with workplace practices and environmental legislation covering disposal of industrial waste or recycling, as appropriate, in accordance with workplace practices
- 5 Settle payment
- 5.1 Customer is presented with invoice, payment collected and receipt issued
 - 5.2 Workplace documentation is completed and filed according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

	<ul style="list-style-type: none">• 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
Types of blinds include:	<ul style="list-style-type: none">• Romans• Hollands• plastic Venetians• timber Venetians• aluminium Venetians• verticals
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders
Type of installation includes:	<ul style="list-style-type: none">• installations into timber, plasterboard, masonry, bay windows, corners and doors
Materials include:	<ul style="list-style-type: none">• screws• nails• bolts• masonry anchors
Tools include:	<ul style="list-style-type: none">• screwdrivers• hammers• drills• ladders
Work instructions include:	<ul style="list-style-type: none">• instructions for the installation of different styles of internal blinds
Customers include:	<ul style="list-style-type: none">• home owners• real estate agents• tenants• body corporate representatives
Equipment includes:	<ul style="list-style-type: none">• drop sheets• ladders
Work sequence includes:	<ul style="list-style-type: none">• the steps for installation in a logical order to prevent backtracking
Operating mechanism includes:	<ul style="list-style-type: none">• the operating mechanism appropriate to the style of blind being installed following manufacturer specifications and recommendations

Personal protection needs include:

- safety glasses
- hearing protection
- respiratory protection
- protective footwear
- written or verbal specifications

Manufacturer specifications include:**Waste includes:**

- textiles
- metals
- hardware
- timber
- masonry
- plaster
- dust

Payment includes:

- cash, cheque or credit card depending on workplace practices

Workplace documentation includes:

- time sheets
- customer care cards
- work orders
- reports
- receipts and invoices

Unit Mapping Information

Supersedes and is equivalent to LMFBA3001A Install interior blinds

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3001 Install interior blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in installing interior blinds
- 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 installing interior blinds
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Install a minimum of four (4) different styles of interior blinds in a range of on-site or simulated locations
- Report process for materials faults, damaged products or equipment
- Deal effectively with customers by:
 - speaking clearly and directly
 - applying effective listening techniques
 - asking questions to gain information
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for installing interior blinds
- Organisational and workplace requirements, policies and procedures for installing interior blinds
- Reading and interpreting workplace documents, including work orders, work instructions and manufacturer specifications
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of tools and equipment used for installing interior blinds and procedures for their safe use, operation and maintenance

- Types, uses, limitations and operating mechanisms of interior blinds
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials
- Procedures for presentation of invoices, collection and receipting of payments

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to installing interior blinds; and workplace practices, including standard operating procedures for installing interior blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3002 Install exterior blinds and awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installation of exterior blinds and awnings. It applies in an on-site residential or commercial environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify products, fittings and attachments for installation	1.1	Type of blind or awning to be installed is identified
		1.2	Installation hardware, tools and equipment are identified from work instructions and site inspection conducted in consultation with customer
		1.3	Customer is consulted to determine day and time for installation
		1.4	Local government regulations regarding installation of exterior blinds and awnings are checked and adhered to
2	Plan installation process	2.1	Work health and safety (WHS) requirements and personal protection needs are observed throughout the work

		2.2	Work order is read and interpreted and installation sequence is planned in a logical order to suit job
		2.3	Worksite is checked to determine access and special equipment requirements
3	Install exterior blind or awning	3.1	Public and property is protected and product to be installed is laid out and checked against work order
		3.2	Fixing hardware is installed to manufacturer specifications
		3.3	Blind or awning is installed to manufacturer specifications
4	Complete the installation	4.1	Operation of product is tested within limitations of normal operation and adjusted if necessary
		4.2	Customer is shown correct use of product
5	Clean work area	5.1	Tools and equipment are cleaned and stored according to workplace practices
		5.2	Work area is cleaned and left in a safe condition
		5.3	Waste and scrap are removed and disposed of be in accordance with workplace practices and environmental legislation covering disposal of industrial waste or recycled, as appropriate, following workplace procedures
6	Settle payment	6.1	Invoice is issued to customer and payment received and receipted
		6.2	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

Blinds include:	<ul style="list-style-type: none">• roll-up style exterior blinds• pull-down style exterior blinds
Awnings include:	<ul style="list-style-type: none">• metal louvre style awnings• textile canopy-style awnings• metal hooded canopy-style awnings• aluminium roll-up style awnings• folding-arm style awnings
Hardware includes:	<ul style="list-style-type: none">• screws• masonry anchors• dynabolts• nuts and bolts• mounting brackets• hex screws
Tools and equipment include:	<ul style="list-style-type: none">• screwdrivers• drills• hex keys
Work instructions include:	<ul style="list-style-type: none">• instructions for the installation of different styles of exterior blinds and awnings
Customers include:	<ul style="list-style-type: none">• home owners• real estate agents• tenants• body corporate representatives• business owners
Personal protection needs include:	<ul style="list-style-type: none">• safety glasses• hearing protection• safety boots• sunscreen and hats
Work order includes:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders
Work sequence includes:	<ul style="list-style-type: none">• the steps for installation in a logical order to prevent backtracking
Worksite includes:	<ul style="list-style-type: none">• construction sites• single storey and multi-storey dwellings• commercial premises• newly completed buildings
Protecting property includes:	<ul style="list-style-type: none">• using drop sheets, barriers, cones and signs
Manufacturer	<ul style="list-style-type: none">• written or verbal specifications

specifications include:**Waste includes:**

- textiles
- metals
- hardware
- timber
- masonry
- fibro cement
- concrete
- treated pine

Payment includes:

- cash, cheque or credit card depending on workplace procedures

Workplace**documentation includes:**

- time sheets
- customer care cards
- work orders

Unit Mapping Information

Supersedes and is equivalent to LMFBFA3002A Install exterior blinds and awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3002 Install exterior blinds and awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in installing exterior blinds
- 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 installing exterior blinds
- Select, set up and maintain equipment in accordance with manufacturer instructions and workplace practices
- Install a minimum of four (4) different styles of exterior blinds or awnings in a range of on-site or simulated locations
- Report process for materials faults, damaged products or equipment
- Deal effectively with customers by:
 - speaking clearly and directly
 - applying effective listening techniques
 - asking questions to gain information
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for installing exterior blinds and awnings
- Organisational and site standards, requirements, policies and procedures for installing exterior blinds and awnings
- Reading and interpreting workplace documents, including work orders, work instructions and manufacturer specifications
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols

- Types of tools and equipment used to install exterior blinds and awnings and procedures for their safe use, operation and maintenance
- Types, uses, limitations and operating mechanisms of exterior blinds and awnings, including special application brackets
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials
- Procedures for presentation of invoices, collection and receipting of payments

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to installing exterior blinds and awnings; and workplace practices, including standard operating procedures for installing exterior blinds and awnings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3003 Install timber shutters

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installation of timber shutters. It applies in an on-site residential or commercial environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify products, fittings and attachments for installation	1.1	Type of timber shutter to be installed is identified
		1.2	Installation hardware, tools and equipment are identified from work instructions and site inspection conducted in consultation with customer
		1.3	Customer is consulted to determine day and time for installation
2	Plan installation process	2.1	Work health and safety (WHS) requirements and personal protection needs are observed throughout the work
		2.2	Work order is read and interpreted and work sequence is planned in a logical order to suit job

		2.3	Worksite is checked to determine access and special equipment requirements
		2.4	Product to be installed is laid out and checked against work order
		2.5	Product to be installed is protected and transported to worksite without damage
3	Install timber shutters	3.1	Public and property is protected, if necessary, and fixing hardware is installed to manufacturer specifications
		3.2	Timber shutter is installed to manufacturer specifications
4	Complete the installation	4.1	Operation of product is tested within limitations of normal operation and adjusted if necessary
		4.2	Customer is shown correct use of product
5	Clean work area	5.1	Tools and equipment are cleaned and stored according to workplace practices
		5.2	Work area is cleaned and left in a safe condition
		5.3	Waste and scrap are removed and disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste or recycled, as appropriate, following workplace practices
6	Settle payment	6.1	Invoice is issued to customer and payment received and receipted
		6.2	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

Hardware includes:	<ul style="list-style-type: none">• screws• masonry anchors• dynabolts• nuts and bolts• mounting brackets• hinges• filler strips• cover strips• track systems
Tools and equipment include:	<ul style="list-style-type: none">• screwdrivers• docking saws• ladders• tape measure• power drill• scissors• caulking gun
Work instructions include:	<ul style="list-style-type: none">• instructions for the installation of different styles of timber shutters for both internal and external applications
Customers include:	<ul style="list-style-type: none">• home owners• real estate agents• tenants• body corporate representatives• business owners
Personal protection needs include:	<ul style="list-style-type: none">• safety glasses• hearing protection• safety boots• sunscreen and hats
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders
Work sequence includes:	<ul style="list-style-type: none">• the steps for installation in a logical order to prevent backtracking
Worksites include:	<ul style="list-style-type: none">• construction sites• single storey and multi-storey dwellings• commercial premises• newly completed buildings
Protecting property includes:	<ul style="list-style-type: none">• using drop sheets, barriers, cones and signs
Manufacturer specifications include:	<ul style="list-style-type: none">• written or verbal specifications

Waste includes:

- textiles
- metals
- hardware
- timber
- masonry
- fibro cement
- concrete
- treated pine

Payment includes:

- cash, cheque or credit card depending on workplace practices

Workplace**documentation includes:**

- time sheets
- customer care cards
- work orders
- reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA3003A Install timber shutters

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3003 Install timber shutters

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in installing interior shutters
- 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 installing timber shutters
- Select, set up and maintain equipment in accordance with manufacturer instructions and workplace practices
- Report material faults, damaged products or equipment
- Install a minimum of four (4) timber shutters in a range of on-site or simulated locations
- Deal effectively with customers by:
 - speaking clearly and directly
 - applying effective listening techniques
 - asking questions to gain information
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for installing timber shutters
- Organisational and workplace requirements, policies and procedures for installing timber shutters
- Reading and interpreting workplace documents, including work orders, work instructions and manufacturer specifications
- Types of tools and equipment used to install timber shutters and procedures for their safe use, operation and maintenance
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Storage systems and labelling

- Types, uses and limitations of timber shutters
- Characteristics of timber and hardware used to construct and install timber shutters
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials
- Procedures for presentation of invoices, collection and receipting of payments

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to installing timber shutters; and workplace practices, including standard operating procedures and work instructions for installing timber shutters.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3004 Construct folding-arm style awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing folding-arm style awnings. It applies in a workplace environment and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used
		1.3	Work order requirements are checked and confirmed
		1.4	Tools and equipment are selected and checked for safe operation
		1.5	Material and hardware is selected and checked against work requirements with material checked for flaws
2	Cut materials ready for assembly	2.1	Folding arms are selected following work order and workplace practices

- | | | | |
|---|---------------------|-----|---|
| | | 2.2 | Roller, front rail and square head rail are cut |
| | | 2.3 | Correct side of material and pattern direction is identified |
| | | 2.4 | Material for skin is laid out laid out flat and square on a cutting table large enough to take full width of material, marked using chalk, markers or pencil and cut |
| | | 2.5 | Material is joined to form awning skin |
| | | 2.6 | Measurements are checked against work order |
| 3 | Construct awning | 3.1 | Arm assembly is constructed following manufacturer instructions |
| | | 3.2 | Roller and front rail are attached to skin |
| | | 3.3 | Skin is fitted to arm assembly |
| 4 | Make quality checks | 4.1 | Completed awnings are checked ensuring finished product matches work order |
| | | 4.2 | Completed awning is tested within the limitations of normal operation to ensure correct and safe operation and 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 |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 5.5 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

	<ul style="list-style-type: none">• 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
Personal protection needs include:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing and head wear• respiratory protection
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• specifications, including design, size, colour and quantity
Tools and equipment include:	<ul style="list-style-type: none">• hex keys• drills (power or battery)• drill bits• hammer• socket set
Material includes:	<ul style="list-style-type: none">• canvas• acrylic• PVC mesh
Hardware includes:	<ul style="list-style-type: none">• roller• front rail• square bar• end caps• end brackets• gear box or electric motor• nuts, bolts and extendable arms
Folding arms include:	<ul style="list-style-type: none">• straight or cross-over style
Joining includes:	<ul style="list-style-type: none">• sewing or welding processes
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets or instructions on the hardware or packaging
Appropriate personnel include:	<ul style="list-style-type: none">• supervisor• team leader• maintenance officer• manager or any other person responsible for the work

- activity
- Waste includes:**
 - textiles
 - metal
 - hardware
- Workplace documentation includes:**
 - time sheets
 - customer care cards
 - work orders
 - reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA3004A Construct folding arm style awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3004 Construct folding-arm style awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- 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
- Construct a minimum of two (2) 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, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS 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 information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing folding-arm style awnings; and workplace practices, including standard operating procedures and work instructions, for constructing folding-arm style awnings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3005 Construct framework for canopy-style awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing steel or aluminium framework for canopy-style awnings. It applies in a workplace and residential and commercial on-site environments and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used
		1.3	Tools and equipment are selected and checked for safe operation
		1.4	Work order requirements are checked and confirmed
2	Fabricate framework	2.1	Material and hardware are selected and checked against work order
		2.2	Frame is fabricated according to work instructions

		2.3	Fixing points are incorporated into frame fabrication
		2.4	Measurements are checked against work order
3	Assemble framework	3.1	Frame is assembled according to manufacturer instructions and workplace practices
		3.2	Frame is braced and finished according to work order and workplace practices
		3.3	Splines for attaching cloth are cut
4	Apply quality checks	4.1	Completed framework is checked ensuring finished product matches work order
		4.2	Completed framework is tested to ensure correct and safe operation and 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 and stored following workplace practices
		5.2	Tools and equipment are cleaned, maintained and stored
		5.3	Faulty tools and equipment are reported to appropriate personnel
		5.4	Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste
		5.5	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

Personal protective equipment includes:

- safety glasses/goggles
- hearing protection
- safety footwear

	<ul style="list-style-type: none">• protective clothing and head wear• respiratory protection
Tools and equipment include:	<ul style="list-style-type: none">• calculators• pop rivet gun• screwdrivers• hack saws• socket set• hand grinder• hammers• files• tin snips• spanners• level• square• measuring tape• hex keys• tap and die sets• straight edges• pipe bender• bench grinders• hammer drills• cordless screwdriver/drill• air drills• jig saws• circular saws
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• specifications, including design, size, colour and quantity
Manufacturer instructions include:	<ul style="list-style-type: none">• written instruction booklets, instructions on the tools or equipment or instructions for correct use
Material includes:	<ul style="list-style-type: none">• aluminium or steel
Hardware includes:	<ul style="list-style-type: none">• nuts and bolts
Work instructions include:	<ul style="list-style-type: none">• instructions for constructing steel frames and aluminium frames
Measurements include:	<ul style="list-style-type: none">• final size of frame• gauge of fabricating metal
Finish includes:	<ul style="list-style-type: none">• aluminium• powder coated

	<ul style="list-style-type: none">• hot dipped galvanised• painted
Appropriate personnel include:	<ul style="list-style-type: none">• assessor• trainer• supervisor• team leader• maintenance officer• manager or any other person responsible for the work activity
Waste includes:	<ul style="list-style-type: none">• metals (aluminium, steel)• hardware
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBFA3005A Construct framework for canopy-style awnings

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3005 Construct framework for canopy-style awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing framework for canopy-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 framework for canopy-style awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Construct a minimum of two (2) frameworks for canopy-style awnings. Task is to include selecting tools, equipment and materials; fabricating and/or assembling to framework; finishing the framework; applying quality checks; packaging and storing framework; maintaining and storing tools and equipment; cleaning work area; and completing workplace documentation, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing canopy-style awning frames
- Organisational and workplace standards, requirements, policies and procedures for constructing framework for canopy-style awnings
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communications and workplace protocols
- Relevant problem identification and resolution
- Types of tools and equipment used in constructing frameworks for canopy-style awnings and procedures for their safe use, operation and maintenance

- Characteristics of aluminium and steel used in constructing framework for canopy-style awnings
- Cutting patterns and sequences
- Cutting tool condition including sharpness, straightness and suitability for task
- Industry standards for framing steel and aluminium
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing framework for canopy-style awnings; and workplace practices, including standard operating procedures and work instructions for constructing canopy-style awnings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3006 Construct pleated-style blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing pleated-style blinds. It applies in a workplace environment and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and checked
		1.3	Work order requirements are checked and confirmed
		1.4	Tools and equipment are selected and checked for safe operation
		1.5	Fabric is selected from stock and checked against work order and for any flaws
		1.6	Hardware is selected and checked against work order

- | | | | |
|---|-------------------------------|-----|---|
| 2 | Lay out, mark and cut fabrics | 2.1 | Correct side of fabric, naps, direction of pattern and pattern matches are identified |
| | | 2.2 | Allowances for hardware, joins and hems are calculated and recorded |
| | | 2.3 | Fabric is laid out laid out flat and square on a cutting bench large enough to take the full width of the fabric, marked using chalk, markers or pencil and cut following workplace practices |
| 3 | Construct blind | 3.1 | Fabric is joined or trimmed to required width |
| | | 3.2 | Pleats are formed in fabric according to workplace practices |
| | | 3.3 | Cord holes are punched in fabric |
| | | 3.4 | Bottom of blind is finished according to work order |
| | | 3.5 | Head and bottom rail are cut to required length |
| | | 3.6 | Blind is assembled according to work instructions |
| | | 3.7 | Cords are cut and attached following work instructions |
| | | 3.8 | Child safety mechanisms as required by legislation or code of practice are selected and attached |
| 4 | Make quality checks | 4.1 | Finished blinds are checked to ensure end finishing and final length of finished blinds match work requirements |
| | | 4.2 | Finished blind is tested within limits of normal operation for correct operation and 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 and stored following workplace practices |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 5.5 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices include:

- legal, organisational and site guidelines
- policies and procedures relating to own role and responsibility
- quality assurance
- procedural manuals

	<ul style="list-style-type: none">• 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
Personal protective equipment includes:	<ul style="list-style-type: none">• safety glasses/goggles• hearing protection• safety footwear• protective clothing and head wear• respiratory protection
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• specifications, including design, size, colour and quantity
Tools and equipment include:	<ul style="list-style-type: none">• cutting bench• shears• knives• cut off saws• sewing machines• needles• welding equipment• glue guns• heat set machines
Fabric includes:	<ul style="list-style-type: none">• polyester blend• metalized• dim out• flame retardant• solar protected
Hardware includes:	<ul style="list-style-type: none">• guide wires• operation mechanisms (crank and motor)• cord• trumpets• remote control
Joining includes:	<ul style="list-style-type: none">• sewing, welding or gluing
Work instructions	<ul style="list-style-type: none">• instructions for the construction of pleated-style blinds

include:**Appropriate personnel
include:**

- assessors
- trainer
- supervisor
- team leader
- maintenance officer
- manager or any other person responsible for the work activity

Waste includes:

- textiles
- hardware

Workplace**documentation includes:**

- time sheets
- customer care cards
- work orders
- reports

Unit Mapping Information

Supersedes and is equivalent to LMFBFA3006A Construct pleated style blinds

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3006 Construct pleated-style blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing pleated-style blinds
- 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 pleated-style blinds
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Report material faults, damaged products or equipment
- Cut fabrics accurately according to work order and construct a minimum of two (2) pleated-style blinds
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing pleated-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing pleated-style blinds
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and workplace/worksites protocols
- Relevant problem identification and resolution
- Types of tools and equipment used in the construction of pleated-style blinds and procedures for their safe use, operation and maintenance
- Characteristics of fabrics used to construct pleated-style blinds
- Cutting patterns and sequences
- Cutting tool condition, including sharpness, straightness and suitability for task
- Industry standards for fabric widths

- Terms used to describe components of pleated-style blinds
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing pleated-style blinds; and workplace practices, including standard operating procedures and work instructions for constructing pleated-style blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3007 Construct wood weave-style blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing wood weave-style blinds. It applies in a workplace environment and may be conducted in small to large scale enterprises

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, legislative requirements, and workplace practices are observed throughout the work
		1.2	Personal protective equipment is selected and used
		1.3	Style of blind is identified from work order
		1.4	Tools and equipment are selected and checked for safe operation
		1.5	Materials are selected from stock and checked against work requirements
2	Lay out, mark and	2.1	Material is laid out flat and square on a cutting bench large enough to take the full width of the wood and

	cut materials		marked
		2.2	Material is cut
3	Construct blind	3.1	Wood is woven to form skin of blind
		3.2	Head and bottom rails are attached to blind
		3.3	Cords are attached to blind
		3.4	Blind is finished according to work instructions
		3.5	Child safety mechanisms as required by legislation or code of practice are selected and attached
4	Apply quality checks	4.1	Finished blinds are checked to ensure end finishing and final length of finished blinds match work requirements
		4.2	Finished blind is tested within limits of normal operation for correct operation and 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 and stored following workplace practices
		5.2	Tools and equipment are cleaned, maintained and stored
		5.3	Faulty tools and equipment are reported to appropriate personnel
		5.4	Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste
		5.5	Workplace documentation or reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

Workplace practices 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

Personal protective

- safety glasses/goggles

equipment includes:	<ul style="list-style-type: none">• hearing protection• safety footwear• protective clothing and head wear r• espiratory protection
Styles include:	<ul style="list-style-type: none">• Roman or roll-up style
Work orders include:	<ul style="list-style-type: none">• quotations for work• job cards• customer orders• specifications, including design, size, colour and quantity
Materials include:	<ul style="list-style-type: none">• threads• bamboo• basswood
Tools and equipment include:	<ul style="list-style-type: none">• saws• needles• cutting bench
Work instructions include:	<ul style="list-style-type: none">• instructions for constructing wood weave Roman-style blinds and wood weave roll-up style blinds
Appropriate personnel include:	<ul style="list-style-type: none">• assessors• trainers• supervisors• maintenance officer• manager or any other person responsible for the work activity
Waste includes:	<ul style="list-style-type: none">• wood and hardware
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA3007A Construct wood weave style blinds

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3007 Construct wood weave-style blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing wood weave-style blinds
- 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 wood weave-style blinds
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Reporting material faults, damaged products or equipment
- Cut wood accurately according to work order and construct a minimum of two (2) wood weave-style blinds; one Roman-style, one roll-up style
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing wood weave-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing wood weave-style blinds
- 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 used to construct wood weave-style blinds and procedures for their safe use, operation and maintenance
- Terms used to describe components of wood weave-style blinds
- Characteristics of timber used in wood weave-style blinds
- Storage systems and labelling

- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing wood weave-style blinds; and workplace practices, including standard operating procedures and work instructions for constructing wood weave-style blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3008 Construct pelmets

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, preparing and assembling pelmet components for internal blind installations. It applies in a workplace and on-site residential and commercial environment and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------------|-----|--|
| 1 | Plan and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used |
| | | 1.3 | Type of pelmet to be constructed is identified from work order |
| | | 1.4 | Tools and equipment are selected and checked for safe operation |
| | | 1.5 | Materials and hardware are identified and selected |

		1.6	Work sequence is planned to conform with quality requirements, minimise time and economically use materials
2	Prepare and assemble pelmet components	2.1	Components are measured and cut to specification and laid out ready for assembly
		2.2	Components are assembled according to work instructions
		2.3	Problems occurring during work operations are identified and reported following workplace practices
3	Complete work	3.1	Completed work is cleaned, packaged and stored according to workplace practices
		3.2	Tools and equipment are cleaned, maintained and stored
		3.3	Faulty tools and equipment are tagged and reported to appropriate personnel
		3.4	Work area is cleaned and waste is disposed of in accordance with industry and enterprise specific policies and procedures
		3.5	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

WHS requirements

- Commonwealth, state or territory legislation and regulations

- include:**
- organisational safety policies and procedures
 - the use of personal protective equipment and clothing
 - firefighting equipment
 - first aid equipment
 - hazard and risk control and elimination of hazardous materials and substances
 - manual handling, including lifting and carrying
- Legislative requirements include:**
- applicable legislation from all levels of government that affect organisational operation
 - award and enterprise agreements
 - industrial relations
 - Australian Standards
 - confidentiality and privacy
 - the environment
 - equal employment opportunity (EEO)
 - anti-discrimination
 - relevant industry codes of practice
 - duty of care and heritage
- Workplace practices 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
- Personal protective equipment includes:**
- safety glasses/goggles
 - hearing protection
 - safety footwear
 - protective clothing and head wear
 - respiratory protection
- Work orders include:**
- quotations for work
 - job cards
 - customer orders

	<ul style="list-style-type: none">• specifications, including design, size, colour and quantity
Tools and equipment include:	<ul style="list-style-type: none">• saws• hammer• screwdriver• drill• pop rivet gun• glue gun
Materials include:	<ul style="list-style-type: none">• timber• metal• wood weave
Hardware includes:	<ul style="list-style-type: none">• screws• nails• pop rivets
Work sequence includes:	<ul style="list-style-type: none">• the steps for construction of pelmets in a logical order to prevent backtracking
Work instructions include:	<ul style="list-style-type: none">• instructions for constructing pelmets
Appropriate personnel include:	<ul style="list-style-type: none">• trainer• assessor• supervisor• team leader• maintenance officer• manager or any person responsible for the activities in the workplace/worksite
Waste includes:	<ul style="list-style-type: none">• timber• metal• hardware
Workplace documentation includes:	<ul style="list-style-type: none">• time sheets• customer care cards• work orders• reports

Unit Mapping Information

Supersedes and is equivalent to LMFBA3008A Construct pelmets

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3008 Construct pelmets

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing pelmets
- 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 pelmets
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Report material faults, damaged products or equipment
- Cut component materials according to work orders to within +/- 1 mm and construct a minimum of four (4) pelmets suitable for four (4) different style of internal blinds
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing pelmets
- Organisational and site standards, requirements, policies and procedures for constructing pelmets
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and workplace/worksites protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Cutting patterns and sequences
- Cutting tool condition assessment
- Terms used to describe components of pelmets
- Storage systems and labelling

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to constructing pelmets; and workplace practices, including standard operating procedures and work instructions for constructing pelmets.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3009 Provide advice to customers on blinds and awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers providing advice to customers on blinds and awnings products and services. It applies in workplaces and on-site residential and commercial environments and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Develop and maintain knowledge of products and services	1.1	A comprehensive knowledge of industry products and services is actively and regularly researched from authoritative sources
		1.2	Characteristics of products and services are identified and understood using available product and service documentation
		1.3	Sample materials, products and visual aids are collected and organised for easy use
2	Prepare for work	2.1	A range of materials and products are selected to match customer requirements and suitability for purpose
		2.2	An appointment is arranged with the customer and an

			appropriate schedule is agreed
3	Confirm customer requirements	3.1	Questioning and active listening techniques are used to clarify customer requirements
		3.2	Customer requirements are identified professionally, courteously and with tact
		3.3	Assumptions are documented in accordance with workplace practices
		3.4	Customer requirements are fed back accurately in language that can be understood by the customer and other workplace staff
		3.5	Customer requirements are documented in accordance with workplace practices
4	Provide advice on blinds and awnings	4.1	Viable options for colour, material and style that are relevant to the customer's requirements are presented
		4.2	Options for colour, materials and style are explained to, and discussed with, the customer to facilitate customer understanding of available products and services
		4.3	Material samples and visual aids are made available to the customer to facilitate customer understanding of available products and services
		4.4	Benefits and approximate costs of each option are explained to the customer to facilitate informed decision making
5	Confirm selection with customer	5.1	Customer selection including agreed delivery timeframe, is determined
		5.2	Customer commitment to agreed selection is gained in accordance with workplace practices
		5.3	Documentation is completed following workplace practices, including specification sheets for products selected and drawings
		5.4	Customer is informed of rights and obligations regarding product or service
6	Complete work	6.1	Sample products are returned to storage as required
		6.2	Documentation is submitted to appropriate personnel in accordance with workplace practices

- 6.3 Contact is maintained with customer throughout the manufacturing and installation process

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Products include: | <ul style="list-style-type: none">• blinds• awnings• shutters |
| Services include: | <ul style="list-style-type: none">• preparation• manufacturing• installation |
| Authoritative sources include: | <ul style="list-style-type: none">• manufacturers• industry resource groups• industry advocacy groups |
| Characteristics of products include: | <ul style="list-style-type: none">• fabrics• materials• colour• style• fixings |
| Documentation includes: | <ul style="list-style-type: none">• product information sheets and specifications |
| Samples include: | <ul style="list-style-type: none">• fabric off-cuts• photographs• drawings and sketches |
| Visual aids include: | <ul style="list-style-type: none">• photographs• brochures |

Customer requirements include:	<ul style="list-style-type: none">• computer presentations• sun protection• darkening effects• privacy• insulation• decoration• noise reduction• weather protection• presenting a professional image• advertising and branding• light dispersal
Active listening includes:	<ul style="list-style-type: none">• maintaining eye contact and asking questions to clarify meaning
Assumptions include:	<ul style="list-style-type: none">• site access, removal and disposal of existing blinds, awnings or fixtures
Feedback includes:	<ul style="list-style-type: none">• verbal or written feedback
Documentation includes:	<ul style="list-style-type: none">• quotation for work• sketches• drawings• work orders• customer care cards
Commitment includes:	<ul style="list-style-type: none">• signing work order or contract, and collecting and receipting deposits
Rights and obligations include:	<ul style="list-style-type: none">• cooling off periods• providing access to property• availability at arranged time• payment terms and conditions
Appropriate personnel include:	<ul style="list-style-type: none">• trainers• assessors• managers• production personnel• office staff• supervisors

Unit Mapping Information

Supersedes and is equivalent to LMF3009A Provide advice to customers on blinds and awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3009 Provide advice to customers on blinds and awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify products and materials used in blinds and awnings manufacturing
- Conduct meetings and presentations
- Assess and report on customer satisfaction
- Analyse sales and product development data
- Complete workplace documentation
- Deal effectively with customers by:
 - speaking clearly and directly
 - applying effective listening techniques
 - asking questions to gain information
- Advise customers on at least three (3) occasions involving a range of material, style and colour selections
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to blinds and awnings manufacturing and installation
- Organisational and site standards, requirements, policies and procedures for providing advice to customers
- Interpretation of plans and work sheets
- Colour coordination and matching
- Fabric and material types and their application
- Suitable applications of the various styles of blinds and awnings
- Organisation's products and services
- Principles and techniques of public relations and product promotion
- Strategies for planning and monitoring activities
- Consultation methods, techniques and protocols
- Terms used to describe components of blinds and awnings

- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to providing advice to customers; and workplace practices, including standard documentation and procedures for customer service.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFBA3010 Assess suitability of blinds or awnings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing the suitability of blinds and awnings in a range of environments taking into account building structure, natural environmental constraints, regulations and legislation. It applies in a workplace and on-site residential and commercial environments and may be conducted in small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Blinds and awnings

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Develop and maintain knowledge of products	1.1	Characteristics of blind and awnings products and components are recognised
		1.2	Sample materials, products and visual aids are collected and organised for use in presentations
		1.3	Building styles, building codes, regulations and legislation are recognised
2	Assess suitability of customer requirements for building and	2.1	Questioning and active listening techniques are used to identify and clarify customer needs and requirements
		2.2	Location for product is inspected observing work health

	location		and safety (WHS) requirements
		2.3	Restrictions and limitations of building and natural environment are assessed
		2.4	Restrictions and limitations of blinds and awnings are assessed
3	Provide advice to customer following assessment	3.1	Characteristics of products are explained using sample materials, visual aids and product specifications
		3.2	Building covenant and other regulations and legislative requirements are explained to the customer
		3.3	Range of styles and materials are presented to the customer for evaluation
		3.4	Customer queries are discussed and responded to using examples to illustrate advice on finished products
4	Finalise assessment	4.1	Sample products are returned to storage
		4.2	Reports are prepared for the purpose of estimating and costing
		4.3	Relevant assessment and costing information is presented to customer

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Products and components include:	<ul style="list-style-type: none">• Holland-style blinds• Roman-style blinds• vertical-style blinds• timber, plastic and aluminium Venetian-style blinds• pleated-style blinds• wood weave-style blinds• canopy-style awnings• metal louvre-style awnings• aluminium roll-up style awnings• folding-arm style awnings• hardware and fixings
Building styles include:	<ul style="list-style-type: none">• heritage• period• single and multi-storey
Building codes include:	<ul style="list-style-type: none">• codes related to wind loads, fire attenuation and set backs
Legislation includes:	<ul style="list-style-type: none">• applicable legislation from all levels of government, including Commonwealth, state/territory and local council• heritage trusts and body corporate• Australian Standards• WHS• the environment• relevant industry codes of practice• duty of care and heritage
WHS requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying
Restrictions and limitations include:	<ul style="list-style-type: none">• building:<ul style="list-style-type: none">• materials, height, architectural integrity and access• natural environment:<ul style="list-style-type: none">• overhang, space and height• weather:<ul style="list-style-type: none">• wind rating, rainfall and directional perspective (i.e. north, south, east, west facing)
Active listening includes:	<ul style="list-style-type: none">• maintaining eye contact and asking questions to clarify meaning

- Documentation includes:**
- quotation for work
 - sketches
 - drawings
 - work orders
 - customer care cards
- Samples include:**
- fabric off-cuts
 - photographs
 - drawings and sketches
- Visual aids include:**
- photographs
 - brochures
 - computer presentations
- Customer requirements include:**
- sun protection
 - darkening effects
 - privacy
 - insulation
 - decoration
 - noise reduction
 - weather protection
 - presenting a professional image
 - advertising and branding
 - light dispersal

Unit Mapping Information

Supersedes and is equivalent to LMFBA4001A Assess suitability of blinds or awnings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFBA3010 Assess suitability of blinds or awnings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Locate, interpret and apply information relevant to assessing suitability of blinds and awnings to a range of building and locations
- Greet customer in an appropriate manner, use appropriate questioning techniques and provide feedback to customer to satisfy customer needs and requirements
- Identify and select practical solutions to problems using analytical skills and monitor and evaluate solutions
- Resolve conflict through negotiation
- Show independence and initiative in making decisions
- Use information technology (IT) to organise information
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for assessing suitability of blinds and awnings for situations
- Organisational and site standards, requirements, policies and procedures for assessing suitability of blinds and awnings for situations
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Established lines of communication and protocols
- Types of tools and equipment used for assessing suitability of blinds and awnings for situations and procedures for their safe use, operation and maintenance
- Types and styles of buildings and legislation that applies to their construction and modification/decoration
- Terms used to describe components of blinds and awnings
- Characteristics of materials used in the construction and installation of blinds and awnings
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information

- Mathematical techniques for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to assessing suitability of blinds and awnings for situations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFCP2001 Use coopering sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers use of coopering hand and power tools, including their identification, selection, preparation, use and storage. It may apply to a factory or an on-site environment and involves application of skills and knowledge at both the production worker and trade skills level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Coopering

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify hand and power tools	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering operations are verified and complied with
		1.2	Types of hand and power tools and their functions are identified
		1.3	WHS requirements, including personal protection needs, are observed throughout the work
2	Select and use hand tools	2.1	Hand tools selected are consistent with needs of the job
		2.2	Selected hand tools are checked for serviceability and safety and any faults rectified or reported

- | | | | |
|---|-------------------------------------|-----|---|
| | | 2.3 | Equipment is selected to hold or support material for hand tools application where applicable |
| | | 2.4 | Material is located and held in position for hand tool application |
| | | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 | Power tools are selected consistent with needs of the job in accordance with conventional work practice |
| | | 3.2 | Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults rectified or reported |
| | | 3.3 | Equipment is selected to hold or support materials for power tool application as applicable |
| | | 3.4 | Material is located and held in position for power tool application as applicable |
| | | 3.5 | Power tools are safely and effectively used in application processes |
| | | 3.6 | Power tools are safely located when not in use |
| 4 | Clean work areas and maintain tools | 4.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 4.2 | Waste and scrap are removed following workplace procedures |
| | | 4.3 | Tools used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 4.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |
| | | 4.5 | Records and reports are completed to workplace requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures, or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem-solving skills

Tools and equipment include:

- hand tools:
 - hand plane
 - chisels
 - hand saws
 - spokeshave
 - hammer
 - mallet
 - auger
 - croze
 - driver
 - knives (belly, crum, heading and hollow)
 - cooper's hammer
 - maul
 - bradawl
 - adze(s)
 - shaves (hoop, inside and heading)
 - swift

- marking-out tools
- files
- rasps
- scraper
- screwdrivers
- hand drill
- power tools:
 - bench grinder
 - presses (hoops)
 - head making machine
 - drop saw
 - circular power saw
 - planer
 - double sided planer
 - drill
 - jig saw
 - computer numeric controlled (CNC) router
 - laser cutter
 - trimmer
 - biscuit machine
 - brad/nail and staple gun
 - sanders (long belt, disk and machine)

Waste includes:

- off-cuts
- shavings
- sawdust

Records and reports include:

- the machining method
- product type
- size
- inspection
- grading and labelling outcomes
- storage locations
- quality outcomes
- hazards
- incidents
- equipment malfunctions

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and

- workplace procedures relating to the use of tools and equipment

procedures include:

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFCP2001A Use coopering sector hand and power tools

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFCP2001 Use coopering sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select appropriate hand or power tools set out in the Range of Conditions for common coopering work and demonstrate their safe and effective use to complete coopering tasks
- Conduct operator maintenance on hand and power tools, including the grinding of:
 - shaves
 - specialised hand tools
 - drill bits
- Store tools correctly
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for coopering operation
- Basic barrel construction terminology and techniques
- Basic barrel repair terminology and techniques
- Coopering tools, their characteristics, uses, limitations and operator maintenance requirements
- Coopering hand tool application techniques

- Coopering power tool set-up and application techniques
- Coopering components standard shapes and forms
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to the full range of routinely used coopering hand and power tools.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFCP2002 Produce barrels using non-fired processes

Modification History

Release 1 - New unit of competency

Application

Pre-requisite Unit

Competency Field

Unit Sector

Coopering

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify and respond to timber and material properties	1.1	Types of timber and inherent characteristics are analysed to select the optimum timber for the product
		1.2	Characteristics and properties of oak are identified and considered
		1.3	Properties and impacts of metals are identified and considered
2	Respond to the impact of the barrel properties on wine product	2.1	Cause and effects on the product of controlled oxidation is considered and responded to
		2.2	Cause and effects on the product of barrel maturation is considered and responded to
		2.3	Cause and effect of the fermentation in barrel is considered and responded to
		2.4	Impact of seasoning on the barrel timber components and the product are considered as a factor in determination of seasoning requirements
3	Prepare for	3.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering

	production		operations are verified and complied with
		3.2	Work order is reviewed, confirmed and clarified with appropriate personnel
		3.3	Barrel production sequence is planned
		3.4	Procedures are determined for checking quality at each stage of the process
		3.5	Suitable work area is selected for the task
		3.6	Tools and equipment suitable for the work are selected and checked for safe operation
4	Select and prepare components	4.1	Materials, hardware, fittings and attachments are collected
		4.2	Fixing and joining devices are selected in accordance with work instructions and type of materials to be joined
		4.3	Jigs are selected and checked for suitability of purpose
		4.4	Components, including staves and heads, are machined and prepared to specification
5	Assemble components	5.1	Components are laid out and joined using jigs, appropriate fastenings and clamping devices
		5.2	Hand and/or power tools and equipment are used as required
		5.3	Assembled components are checked for compliance with specifications
		5.4	Components are prepared, assembled, fitted and checked in accordance with specification
6	Finish the product	6.1	Product is lined in accordance with specification
		6.2	Product is tested for leakage and faults are repaired
		6.3	Decorative features or fittings are fitted and secured to specification
		6.4	Product is sanded and prepared for coating
		6.5	Product is coated in accordance with specification and intended commercial application

7	Clean work area/s and maintain equipment	7.1	Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures
		7.2	Finished products are organised and stored in holding area
		7.3	Waste and scrap are removed following workplace procedures
		7.4	Tools and equipment used are cleaned; inspected for serviceable condition and stored appropriately in accordance with workplace procedures
		7.5	Equipment and work area clean-up is maintained in accordance with workplace procedures
		7.6	Records and reports are completed to workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures, or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem-solving skills
Work order includes:	<ul style="list-style-type: none">• design• tolerances• process• materials• finish• quantity
Appropriate personnel include:	<ul style="list-style-type: none">• supervisors• suppliers• clients• colleagues• managers
Barrels include:	<ul style="list-style-type: none">• traditional barrel or equivalent products, such as:<ul style="list-style-type: none">• vats• casks• tubs• bars• baths
Timbers include:	<ul style="list-style-type: none">• French/American/Australian oak• red gum• maple spruce• jarrah• birch• cyprus• elm• fir
Oak properties include:	<ul style="list-style-type: none">• types and sources• composition• medullary rays• tyloses
Metals include:	<ul style="list-style-type: none">• steel• stainless steel• copper• other alloys
Barrel maturation:	<ul style="list-style-type: none">• contributes to extraction of flavours from the oak which enhance the complexity and intensity of the wine flavour
Seasoning impact includes:	<ul style="list-style-type: none">• the effects on the levels of extractable oak constituents, particularly oak lactones
Production sequence	<ul style="list-style-type: none">• docking and grading staves

includes:

- dressing staves
- jointing staves
- rising or assembling barrel
- bending the barrel
- crozing
- making heads
- cutting the head
- fitting the head
- finishing the barrel
- fitting final hoops
- testing

**Tools and equipment
include:**

- hand tools:
 - hand plane
 - chisels
 - hand saws
 - spokeshave
 - hammer
 - mallet
 - auger
 - croze
 - driver
 - knives (belly, crum, heading and hollow)
 - cooper's hammer
 - maul
 - bradawl
 - adze(s)
 - shaves (hoop, inside and heading)
 - swift
 - marking-out tools
 - files
 - rasps
 - scraper
 - screwdrivers
 - hand drill
- power tools:
 - bench grinder
 - presses (hoops)
 - head making machine
 - drop saw
 - circular power saw

- planer
 - double sided planer
 - drill
 - jig saw
 - computer numerically controlled (CNC) router
 - laser cutter
 - trimmer
 - biscuit machine
 - brad/nail and staple gun
 - sanders (long belt, disk and machine)
- Materials include:**
- solid timber
 - caulking cotton
 - wedges
 - workhole pegs
 - tooth picks
 - metal wedges
- Jigs include:**
- shaped templates for routing
- Coopering components include:**
- heads
 - staves and hoops
 - decorative features or fittings in steel, stainless steel or copper
- Checking includes:**
- fitting
 - correct number and fitting of staves
 - hoop and hardware, fittings and attachments
 - conformity to work instruction and quality requirements
- Lining includes:**
- plastics
 - foil
 - sealing coating
- Testing includes:**
- standard hot water leakage testing
- Repair of leakage faults include:**
- plugging
 - caulking
 - re-machining
- Decorative features or fittings include:**
- final hoops and taps which may be steel, stainless steel or copper
- Coating includes:**
- paint
 - lacquer
 - polyurethane
 - varnish

Waste includes:	<ul style="list-style-type: none">• off-cuts• shavings• sawdust
Records and reports include:	<ul style="list-style-type: none">• the machining method• product type• size• inspection• grading and labelling outcomes• storage locations• quality outcomes• hazards• incidents• equipment malfunctions
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is not equivalent to LMFCP2002A Produce barrels using non-fired processes

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFCP2002 Produce barrels using non-fired processes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify a range of timber types, including oak, and detail their uses and limitations and the properties of American and French oak
- Consider the likely effects of controlled oxidation, barrel maturation and in-barrel fermentation on products
- Complete a minimum of two (2) non-fired and fully finished barrel or equivalent products to specification
- Effectively conduct operator maintenance on tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or Territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for coopering operation
- Basic barrel construction terminology and techniques
- Basic barrel repair terminology and techniques
- Organisational and site standards, requirements, policies and procedures for coopering
- Types of coopering tools and equipment and procedures for their safe use, operation and maintenance

- Types of timbers used in the coopering industry, their characteristics, properties, uses and limitations
- Types and sources of oak and the advantage/disadvantages of each
- The effects of the structure of timber, including:
 - parts of the tree and tree cell structure
 - optimum stave production techniques
 - types of seasoning and the impacts of techniques, including combination techniques, on the cell structure
- The effects of the barrel properties on the wine and spirit product
- Coopering components standard shapes and forms
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Set-up and operation of machining equipment
- Cutting patterns and sequences
- Cutting tool condition assessment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, including examples of timber, samples of oak and equipment, relevant to producing a coopering product and specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFCP2003 Produce barrels using fired processes

Modification History

Release 2 - Mapping corrected. Supersedes and is not equivalent to LMFCP3003A

Release 1 - New unit of competency

Application

Pre-requisite Unit

Competency Field

Unit Sector

Coopering

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and respond to timber and material properties	1.1	Types of timber and inherent characteristics are analysed to select the optimum timber for the product
		1.2	Characteristics and properties of oak are identified and considered
		1.3	Properties and impacts of metals are identified and considered
2	Respond to the impact of the barrel properties on wine product	2.1	Cause and effects on the product of controlled oxidation is considered and responded to
		2.2	Cause and effects on the product of barrel maturation is considered and responded to
		2.3	Cause and effect of the fermentation in barrel is considered and responded to
		2.4	Impact of toasting on the barrel and the product are responded to as a factor in the toasting operation
		2.5	Impact of seasoning on the barrel timber components

			and the product are considered as a factor in determination of seasoning requirements
3	Prepare for production	3.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering operations are verified and complied with
		3.2	Work order is reviewed, confirmed and clarified with appropriate personnel
		3.3	Barrel production sequence is planned
		3.4	Procedures are determined for checking quality at each stage of the process
		3.5	Suitable work area is selected for the task
		3.6	Tools and equipment suitable for the work are selected and checked for safe operation
4	Select and prepare components	4.1	Materials, hardware, fittings and attachments are collected
		4.2	Fixing and joining devices are selected in accordance with work instructions and type of materials to be joined
		4.3	Jigs are selected and checked for suitability of purpose
		4.4	Components, including staves and heads, are machined and prepared to specification
5	Pre-assemble barrel components	5.1	Components are laid out inspected and selected for use and joined using jigs
		5.2	Heads are joined and clamped
		5.3	Staves are fitted and hooped
		5.4	Hand and/or power tools and equipment are used as required
		5.5	Assembled components are checked for compliance with specifications
6	Fire the barrel	6.1	Barrel's intended use and related technical instructions are analysed to determine the toasting technique and timing
		6.2	Barrel interior is toasted to specification

		6.3	Tensioning processes are applied
		6.4	Hoops are fitted
		6.5	Crozing is completed to specification
		6.6	Heads are cut, bevelled to size and fitted
7	Finish the product	7.1	Barrel is finished using belt, disk or machine sander and hand tools
		7.2	Final hoops and decorative features or fittings are fitted and secured to specification
		7.3	Barrel is tested for leakage and faults are repaired
8	Clean work area and maintain equipment	8.1	Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures
		8.2	Finished products are organised and stored in holding area
		8.3	Waste and scrap are removed following workplace procedures
		8.4	Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures
		8.5	Equipment and work area clean-up is maintained in accordance with workplace procedures Records and reports are completed to workplace requirements
		8.6	Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem-solving skills |
| Appropriate personnel include: | <ul style="list-style-type: none">• supervisors• suppliers• clients• colleagues• managers |
| Barrels include: | <ul style="list-style-type: none">• traditional barrel or equivalent products, such as:<ul style="list-style-type: none">• vats• casks• tubs• bars• baths |
| Timbers include: | <ul style="list-style-type: none">• French/American/Australian oak• red gum• maple spruce• jarrah• birch• cyprus• elm• fir |
| Oak properties include: | <ul style="list-style-type: none">• types and sources• composition• medullary rays• tyloses |
| Metals include: | <ul style="list-style-type: none">• steel• stainless steel |

	<ul style="list-style-type: none">• copper• other alloys
Barrel maturation:	<ul style="list-style-type: none">• contributes to extraction of flavours from the oak which enhance the complexity and intensity of the wine flavour
Production sequence includes:	<ul style="list-style-type: none">• docking and grading staves• dressing staves• jointing staves• rising or assembling barrel• bending the barrel• crozing• making heads• cutting the head• fitting the head• finishing the barrel• fitting final hoops• testing
Tools and equipment include:	<ul style="list-style-type: none">• hand tools:<ul style="list-style-type: none">• hand plane• chisels• hand saws• spokeshave• hammer• mallet• auger• croze• driver• knives (belly, crum, heading and hollow)• cooper's hammer• maul• bradawl• adze(s)• shaves (hoop, inside and heading)• swift• marking-out tools• files• rasps• scraper• screwdrivers• hand drill• power tools:

	<ul style="list-style-type: none">• bench grinder• presses (hoops)• head making machine• drop saw• circular power saw• planer• double sided planer• drill• jig saw• computer numeric controlled (CNC) router• laser cutter• trimmer• biscuit machine• brad/nail and staple gun• sanders (long belt, disk and machine)
Materials include:	<ul style="list-style-type: none">• solid timber• caulking cotton• wedges• workhole pegs• tooth picks• metal wedges
Jigs include:	<ul style="list-style-type: none">• shaped templates for routing
Coopering components include:	<ul style="list-style-type: none">• heads• staves and hoops• decorative features or fittings in steel, stainless steel or copper
Checking includes:	<ul style="list-style-type: none">• fitting• correct number and fitting of staves• hoop and hardware, fittings and attachments• conformity to work instruction and quality requirements
Decorative features or fittings include:	<ul style="list-style-type: none">• final hoops and taps which may be steel, stainless steel or copper
Testing includes:	<ul style="list-style-type: none">• standard hot water leakage testing
Repair of leakage faults include:	<ul style="list-style-type: none">• plugging• caulking• re-machining
Storage includes:	<ul style="list-style-type: none">• ensuring that there is no obstruction of traffic• components and products are not damaged in storage• products are accessible for further distribution/despatch

- Waste includes:**
 - off-cuts
 - shavings
 - sawdust
- Records and reports include:**
 - the machining method
 - product type
 - size
 - inspection
 - grading and labelling outcomes
 - storage locations
 - quality outcomes
 - hazards
 - incidents
 - equipment malfunctions
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures
-
-

Unit Mapping Information

Supersedes and is not equivalent to LMFCP3003A Produce barrels using fired processes

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFCP2003 Produce barrels using fired processes

Modification History

Release 2 - Mapping corrected. Supersedes and is not equivalent to LMFCP3003A

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify a range of timber types, including oak, and detail their uses and limitations and the properties of American and French oak
- Consider the likely effects of controlled oxidation, barrel maturation and in-barrel fermentation on products
- Complete a fired and fully finished barrel or equivalent product to specification
- Conduct operator maintenance on tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for coopering operation
- Barrel construction terminology and techniques
- Barrel firing/toasting techniques
- Barrel repair terminology and techniques
- The impact of firing on barrel content characteristics
- Organisational and site standards, requirements, policies and procedures for coopering

- Types of coopering tools and equipment and procedures for their safe use, operation and maintenance
- Types of timbers used in the coopering industry, their characteristics, properties, uses and limitations
- Types and sources of oak and the advantage/disadvantages of each
- The effects of the structure of timber, including:
 - parts of the tree and tree cell structure
 - optimum stave production techniques
 - types of seasoning and the impacts of techniques, including combination techniques, on the cell structure
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Set-up and operation of machining equipment
- Cutting patterns and sequences
- Cutting tool condition assessment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to producing a fired coopering product and specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFCP2004 Maintain and repair barrels

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, inspecting, disassembling, cleaning, repairing and restoring barrels. It may apply to a factory or an on-site environment

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Coopering

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and confirm maintenance requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering operations are verified and complied with
		1.2	Work order is reviewed, confirmed and clarified with appropriate personnel
		1.3	Barrel is disassembled, as necessary, to provide inspection access
		1.4	Barrel is cleaned of build-up materials or other matter which may inhibit inspection
		1.5	Barrel is tested, inspected and evaluated for faults
		1.6	Further maintenance and repair requirements are

			identified and/or confirmed
2	Prepare for maintenance and repair	2.1	Maintenance and repair requirements are analysed and procedures are determined for checking quality at each stage of the process
		2.2	Tools, equipment, materials and components required for the maintenance and repair are selected, sourced and prepared for use
		2.3	Disassembly required for maintenance and repair is completed
		2.4	Barrel and components are cleaned internally and externally
3	Complete maintenance and repair activities	3.1	Faulty parts and components are replaced
		3.2	Leakage faults are repaired by the appropriate means
		3.3	Barrel is re-assembled and refired
		3.4	Barrel is tested and inspected to confirm the effectiveness of repairs
		3.5	Cleaning and sterilisation processes relevant to the work circumstances are selected and applied
		3.6	Barrel is finished, fully restored and prepared for use
4	Clean work area and maintain equipment	4.1	Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures
		4.2	Waste and scrap are removed following workplace procedures
		4.3	Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures
		4.4	Equipment and work area clean-up is maintained in accordance with workplace procedures
		4.5	Records and reports are completed to workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Work order includes: | <ul style="list-style-type: none">• design• tolerances• process• materials• finish• quantity |
| Appropriate personnel include: | <ul style="list-style-type: none">• supervisors• suppliers• clients• colleagues• managers |
| Barrels include: | <ul style="list-style-type: none">• traditional barrel or equivalent products, such as:<ul style="list-style-type: none">• vats• casks• tubs• bars• baths |

- Barrel cleaning includes:**
- hand and machine shaving of build-up
 - the application of authorised cleaning materials
- Faults and blemishes include:**
- material faults:
 - knots
 - sapwood
 - splits and shakes
 - rot and decay
 - insect infestation
 - mineral streak or brown stripe
 - broken chime
 - split staves
 - acetic or volatile barrel
 - mouldy barrel
 - water contamination
 - manufacturing faults:
 - head joint
 - stave and chime leakage
 - wear, tear and deterioration faults:
 - handling damage
 - discolouration
 - broken staves
 - buckled heads
 - burst heads
 - build-up of fermentation products
 - contamination
- Maintenance and repair requirements include:**
- component repair and replacement
 - detailed cleaning and sterilisation
 - testing
- Tools and equipment include:**
- hand tools:
 - hand plane
 - chisels
 - hand saws
 - spokeshave
 - hammer
 - mallet
 - auger
 - croze
 - driver
 - knives (belly, crum, heading and hollow)

- cooper's hammer
- maul
- bradawl
- adze(s)
- shaves (hoop, inside and heading)
- swift
- marking-out tools
- files
- rasps
- scraper
- screwdrivers
- hand drill
- power tools:
 - bench grinder
 - presses (hoops)
 - head making machine
 - drop saw
 - circular power saw
 - planer
 - double sided planer
 - drill
 - jig saw
 - computer numerically controlled (CNC) router
 - laser cutter
 - trimmer
 - biscuit machine
 - brad/nail and staple gun
 - sanders (long belt, disk and machine)

Materials include:

- solid timber
- caulking cotton
- wedges
- workhole pegs
- tooth picks
- metal wedges

Coopering components include:

- heads
- staves and hoops
- decorative features or fittings in steel, stainless steel or copper

Repair of leakage faults include:	<ul style="list-style-type: none">• plugging• caulking• re-machining
Testing includes:	<ul style="list-style-type: none">• standard hot water leakage testing
Waste includes:	<ul style="list-style-type: none">• off-cuts• shavings• sawdust
Records and reports include:	<ul style="list-style-type: none">• the machining method• product type• size• inspection• grading and labelling outcomes• storage locations• quality outcomes• hazards• incidents• equipment malfunctions
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFCP3004A Maintain and repair barrels

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFCP2004 Maintain and repair barrels

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
- maintain required production output and product quality
- Clean a barrel using both hand and machine methods
- Repair a leakage fault and replace a range of faulty component parts
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for coopering operation
- Barrel construction terminology and techniques
- Barrel firing/toasting techniques
- Barrel repair terminology and techniques
- The impact of firing on wine characteristics
- Organisational and site standards, requirements, policies and procedures for coopering
- Types of coopering tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of timber, timber products and defects
- Coopering components standard shapes and forms
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols

- Relevant problem identification and resolution
- Set-up and operation of machining equipment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to the maintenance and repair of barrels and specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFDN4001 Produce drawings from design concepts

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing manual and computer-aided drawings of furnishing objects from design concepts intended for use in a furnishing industry production or manufacturing environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing design

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for the task	1.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Purpose and operational characteristics of object to be drawn are identified
		1.3	Production materials and methods are identified
2	Establish design requirements and limitations	2.1	Type of drawing to be completed is identified
		2.2	Design concept requirements are established and documented identifying dimensions, angles, shapes and finished size

		2.3	Drawing conventions and specifications to be noted on the drawing are identified
		2.4	Appropriate medium for drawings is identified and selected
3	Quantify and draft initial drawing	3.1	Dimensions are plotted from prototype sketch and documented specifications
		3.2	Dimensional points are connected to match appropriate drawing view
		3.3	Any production notes or special requirements are noted
		3.4	Drawing conventions and specifications are noted on the documentation
4	Complete drawing	4.1	Angles, shapes and dimensions are checked against specifications and concept prototype drawing
		4.2	Adjustments are made to the drawing within scope of authority
		4.3	Drawing is checked for compliance with workplace documentation requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and

	dangerous goods codes, and local safe operating procedures or equivalent
	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion, judgement and problem solving• work is performed with little external assistance and with minimal supervision or direction• drawing is to be undertaken in accordance with established industry and/or enterprise practices and procedures• customers may be internal or external
Drawings include:	<ul style="list-style-type: none">• manual and computer-aided processes and two and three-dimensional
Tools and equipment include:	<ul style="list-style-type: none">• drafting table• drawing aids• computing equipment and workstation• special lighting conditions
Materials include:	<ul style="list-style-type: none">• drawing• computing consumables
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• designer's concept and specifications/instructions• legislation/regulations/codes relevant to the work undertaken• furniture design principles and criteria, including ergonomic requirements• quality and Australian Standards and procedures, and workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFDN4001B Produce drawings from design concepts

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFDN4001 Produce drawings from design concepts

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Identify materials used in the work process
- Interpret specifications and measurements in two and three-dimensional form
- Satisfy ergonomic criteria during the drawing process
- Present relevant information within the production drawing using both manual and computer-aided processes and techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage

Knowledge Evidence

- Manual and computer-aided drawing processes and techniques
- Ergonomic principles for furniture design and manufacture
- Presentation standards
- Enterprise or equivalent operating procedures, including procedures for preparing drawings and presenting information
- Relevant regulatory requirements, recognised standards and codes, and industry practices

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.

- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to design concept, specifications, dimensions and drawing equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFDN4002 Produce line and component production drawings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using computing and software capabilities to produce line and component production drawings intended for use in a furnishing industry production, manufacturing or marketing environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Produce line drawings	1.1	Drawing preparations, including essential information on product range, dimensions, customer requirements and enterprise information management systems, are obtained/completed
		1.2	Presentation style and method and appropriate software capabilities are selected and applied
		1.3	Drawings accurately reflect the product specification
		1.4	Drawings cover the required product range
		1.5	Drawings are clear and comply with customer presentation requirements

2	Prepare component production drawings	2.1	Drawing preparations, including the essential information on component specifications, dimensions and drawing and labelling management, are obtained/completed
		2.2	Drawing conventions and specifications to be noted on the drawing are identified
		2.3	Dimensions are plotted and connected to match appropriate drawing view/perspective
		2.4	Production notes, special requirements and drawing information are noted as required
		2.5	Drawing is checked for accuracy, clarity and compliance with enterprise documentation requirements
		2.6	Drawing is labelled and stored or processed in accordance with enterprise requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

Drawings include:	<ul style="list-style-type: none">• work requires individual to demonstrate discretion, judgement and problem solving• work is performed with little external assistance and with minimal supervision or direction• drawing is to be undertaken in accordance with established industry and/or enterprise practices and procedures• customers may be internal or external• manual and computer-aided processes and both two and three-dimensional
Tools and equipment include:	<ul style="list-style-type: none">• drafting table• drawing aids• computing equipment and workstation• special lighting conditions
Materials include:	<ul style="list-style-type: none">• drawing• computing consumables
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• customer and component specifications/instructions• work procedures/instructions• enterprise information management systems as they relate to drawing management• legislation/regulations/codes relevant to the work undertaken• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFDN4002B Produce line and component production drawings

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFDN4002 Produce line and component production drawings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret specifications and measurements in two and three-dimensional form
- Satisfy ergonomic criteria during the drawing process
- Present relevant information within the production drawing using computer-aided processes and techniques
- Label and store drawing outcomes
- Suggest improvements to drawing activities and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Computer-aided drawing processes and techniques
- Drawing presentation standards
- Ergonomic principles for furniture design and manufacture
- Enterprise or equivalent operating procedures, including procedures for preparing drawings and presenting information
- Relevant regulatory requirements, recognised standards and codes, and industry practices

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to line and production drawing requirements, specifications, dimensions and drawing equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFDN4003 Produce patterns and templates

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers developing patterns and/or templates for production processes by hand, by using appropriate tools and equipment, and by computer-assisted production.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for and dimension the task	1.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Customer orders are interpreted to establish required sizes of finished products
		1.3	Size requirements are checked in relation to the production process and finishing capacity of the workplace
2	Plan process	2.1	Material for pattern or template is identified for approximate size and characteristics
		2.2	Required instruments and equipment are identified, located and assembled

		2.3	Drawings and related specifications are interpreted
		2.4	Procedures for using pattern development instruments and tools are checked and equipment is prepared for use
3	Plot dimensions	3.1	Equipment and tools are used following normal workplace procedures
		3.2	Each dimension is measured, exploded and plotted maintaining appropriate angles, arcs and curves
		3.3	Visual inspection and measurements are used to compare pattern dimensions and shapes with drawings and specifications
4	Complete pattern or template	4.1	Pattern or template is completed ensuring that the pattern indicates completion date and original drawing details
		4.2	Required workplace approval of pattern or template is obtained
		4.3	Plans are marked with notations for workplace requirements, including authorship, process or customer requirements, authorisation and any review dates
		4.4	Plans are copied and filed, as required, according to workplace policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual ability, discretion, judgement and problem-solving skills in the production of patterns or templates• work is performed with little external assistance and with minimal supervision or direction• development of patterns and/or templates is undertaken in accordance with established enterprise procedures and practices• customers may be internal or external
Tools and equipment include:	<ul style="list-style-type: none">• computer numeric controlled (CNC) machines• static woodworking machines• relevant hand tools
Materials include:	<ul style="list-style-type: none">• manufactured board• solid timbers• composite materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work organisation procedures and practices relating to the production of patterns and/or templates• designer/drawer specifications and instructions• legislation/regulations/codes relevant to the work undertaken• furniture production techniques and criteria, including ergonomic requirements• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFDN4003B Produce patterns and/or templates

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFDN4003 Produce patterns and templates

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret drawings and extrapolate to physical dimensions
- Select appropriate mediums and materials and produce a minimum of three (3) patterns or templates making use of:
 - manufactured board
 - solid timber
 - composite material
- Suggest improvements to pattern and template production and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Company operating procedures, including procedures for pattern and/or template production
- Types, characteristics uses and limitations of pattern/template materials
- Operation requirements of equipment and work systems in own work area
- Competency requirements of the work activities
- Relevant regulatory requirements, recognised standards and codes, and industry practices

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to drawings, job specifications, information on production/fabrication process, production materials and relevant computer equipment and software.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFDN4004 Design, construct and test jigs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers designing, constructing and testing jigs required for manufacture, assembly, construction and testing of furnishing items.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------------------|-----|--|
| 1 | Identify production requirements | 1.1 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.2 | The item to be produced is identified from a work order |
| | | 1.3 | Production requirements are identified from specifications, an existing item or from drawings, patterns and/or templates |
| 2 | Design jig | 2.1 | Design of proposed jig or fixture is produced |
| | | 2.2 | Production process incorporating jig is planned |
| | | 2.3 | Materials to be used to construct jig are selected |

- | | | | |
|---|---------------|-----|--|
| 3 | Construct jig | 3.1 | Appropriate tools and equipment are selected |
| | | 3.2 | Jig is constructed in accordance with design and within tolerances |
| 4 | Test jig | 4.1 | Jig is used to produce prototype to ascertain its adherence to set tolerances and to assess its match to original design |
| | | 4.2 | Jig is adjusted, as required, to meet the requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual ability, discretion, judgement and problem-solving skills in the completion of this competency
 - work is performed individually or in a team environment
 - customers or suppliers may be internal or external
- Tools include:**
- routers
 - spindle moulders

- panel saws
 - copy shapers
 - radial arm saws
- Materials include:**
- solid timbers
 - manufactured board
 - composites
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- an enterprise work order which may be raised in response to a customer order, a modification to an item of production, or a new product line of the enterprise
 - product drawings, prototype, design brief, patterns, specifications and/or specifications
 - machine manufacturer specifications and operational procedures
 - workplace instructions, including, job sheets, plans, drawings and designs
 - workplace procedures relating to reporting and communicating
 - quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFDN4004B Design, construct and test jigs

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFDN4004 Design, construct and test jigs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Produce a minimum of two (2) jigs required to create complex fine furnishing items, including a moving jig
- Produce a fixture in accordance with acceptable industry tolerances
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Machine technical specifications, including the acceptable criteria for related jigs
- Impact of design changes on jig construction
- Characteristics, uses and limitations of materials used for jig/fixture construction
- Jig and fixture design, construction and testing techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to item specifications, design support facilities, jig construction materials, machinery, equipment and hand tools appropriate to the jigs to be produced.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFDN4005 Work within a furniture design team

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching, developing and presenting design and development proposals and documenting outcomes and proposals within a multi-disciplinary enterprise team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Interpret design brief	1.1	Design parameters are clarified, in consultation with designer, sales team, management and/or client where required
		1.2	A strategy plan and/or critical path plan is developed when required
		1.3	Constraints are identified and taken into account when clarifying the brief
2	Research relevant information	2.1	Trends in materials are researched for performance, aesthetics, care/maintenance requirements and suitability to project or design
		2.2	Trends and new technology are researched, where

		appropriate
	2.3	Client priorities are clarified, including cost, performance, aesthetics and availability
	2.4	Technical requirements associated with production, including work health and safety (WHS) are assessed, within specified guidelines
	2.5	Any additional expertise required for the project is identified
3	Contribute to design concepts	<p>3.1 Preliminary concepts are worked out in conjunction with others to identify possibilities</p> <p>3.2 Design concept is developed through predetermined criteria, such as ergonomics, materials, colour, properties and end application</p> <p>3.3 Ideas are contributed and discussed with team members</p> <p>3.4 Relevant support materials and explanations are developed and refined in conjunction with members of the design team</p>
4	Contribute to the presentation of design/product	<p>4.1 Roles of self and others for the presentation meeting are determined</p> <p>4.2 Presentation of design or product is carried out in a manner which promotes the design's acceptance/approval</p>
5	Maintain records	5.1 Records are maintained and reports prepared, where necessary, in accordance with enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
 - work refers to enterprise and client initiated ideas or requests applied under general guidance on progress and outcomes
 - size and work organisation within the enterprise will determine the range of interaction with other areas/personnel, for example:
 - patternmaker
 - sample hand/machinist
 - marketing/sales
 - management
 - customer
- Design includes:**
- applications associated with an original design
 - adaptation of designs
 - interpretation of sketches
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- product catalogues, style manuals or equivalent
 - enterprise business plans and products
 - work specifications
 - customer requirements
 - design brief
 - organisation work procedures
 - legislation, regulations and industry codes of practice relevant to the product

- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFDN4005B Work within a furniture design team

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFDN4005 Work within a furniture design team

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research information and share it with others in the team and contribute to the design of products through discussion
- Encourage excellence in performance of team/group members suggesting improvements to design activities and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Company operating procedures, including procedures for developing design concepts
- Design core and professional practices
- Ergonomic principles for furniture design and manufacture
- Operation requirements of equipment and work systems in own work area
- Competency requirements of the work activities
- WHS requirements

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to design development team, design concepts and research and development (R&D) agencies/capabilities.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFDN5001 Generate and transfer complex computer-aided drawings and specifications

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing complex drawings using computer-aided techniques and capabilities, including three-dimensional modelling, exploded assembly drawings and conversion of drawings for computer numerically controlled (CNC) applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing design

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Create exploded assembly drawings	1.1	Drawing preparations, including drawing name, labelling information, dimensions, specifications and information management requirements, are obtained/completed
		1.2	Three-dimensional models are prepared for all components
		1.3	Perspective view of the model is created and confirmed
		1.4	Model is exploded so that all components are visible
		1.5	All individual components are labelled in accordance with enterprise requirements

		1.6	Quality checks are completed to ensure accuracy of outcomes
		1.7	Drawings are stored in accordance with enterprise requirements
2	Create job sheets	2.1	Preparations, including file storage, product coding, inventory information and drawing management requirements, are identified and completed
		2.2	Job sheet template is set up in accordance with enterprise requirements and practices
		2.3	Necessary orthographic views are created and dimensioned
		2.4	Sequencing of machine operations and operator requirements, including work health and safety (WHS) are identified and listed
		2.5	Draft job sheets are prepared, reviewed, tested and amended to enterprise requirements
		2.6	Job sheets are stored in accordance with enterprise requirements
3	Convert drawings for CNC applications	3.1	Conversion requirements are identified and confirmed from the CNC machine specifications
		3.2	Layers and additional information required for final conversion are created
		3.3	Drawing entities are assigned to the relevant layers
		3.4	Conversion to the required file type is completed
		3.5	Converted file is stored in accordance with enterprise requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual, analytical and organisational ability, judgement and problem-solving applied under broad guidance within routine and non-routine situations• work involves enterprise and client-initiated ideas or requests |
| Preparing complex drawings includes: | <ul style="list-style-type: none">• identification, selection and use of computer-aided techniques and capabilities, including three-dimensional modelling, exploded assembly drawings and conversion of drawings for CNC applications• researching software trends and developments• generating and presenting ideas• liaising with client and/or other functional areas• compiling information |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• customer requirements• work specifications• product catalogues and style manuals or equivalent• inventory systems and records• organisation work procedures and sequencing arrangements• legislation/regulations/national and industry codes and practices relevant to the product• quality and Australian Standards and procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFDN5001B Generate and transfer complex computer-aided drawings and specifications

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFDN5001 Generate and transfer complex computer-aided drawings and specifications

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Create a minimum of two (2) exploded assembly drawings, including:
 - preparation of three-dimensional models
 - creation of perspective views
 - exploding the models to expose all components
 - labelling of all components
 - management and storage of drawings
- Create a minimum of two (2) confirmed job sheets which have the necessary orthographic views and all required management and inventory information
- Convert a minimum of two (2) drawings for CNC application, including the creation of layers, assignment of drawing entities and the protection and storage of converted files
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
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Knowledge Evidence

- Design core and professional practices
- Ergonomic principles for furniture design and manufacture
- Type, range, uses and limitations of contemporary computer-aided design (CAD) software

- Types, range, uses and limitations of contemporary CAD applications
- Industry product ranges and detailed knowledge of furniture construction processes
- Types of construction materials and their characteristics, uses and limitations
- Materials, trims, accessories and their properties and characteristics
- Enterprise information management systems and processes related to drawings
- Relevant WHS legislation, regulatory requirements and codes of practice

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to real or appropriately simulated situations involving the application of drawing and drafting techniques and to the related computing, operational and inventory support systems.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4001 Apply finishing techniques to custom furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying finishing techniques to custom furniture involving application of skills and knowledge at a highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Plan and prepare for work	1.1	Applicable legislative, work health and safety (WHS), and organisational requirements relevant to finishing custom furniture are verified and complied with
		1.2	Instructions, plans and design briefs are read and interpreted to identify processes and materials to complete work tasks
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.4	Quality checking procedures are developed and documented for each step in the finishing process

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| 2 | Select appropriate finish technology | 2.1 | Design brief and furniture material, style and purpose are appraised to identify finishing technique options |
| | | 2.2 | Using samples of the type of material surface and specified finish, various finishing options are evaluated and the preferred option is selected |
| | | 2.3 | Specifications for type of finishing material to be applied are identified to determine means of application |
| | | 2.4 | Method of applying finishes to surfaces is identified and evaluated |
| | | 2.5 | Sample of material is tested with selected finishing technique to ensure appropriateness |
| 3 | Finish furniture surface | 3.1 | Furniture surface is prepared in accordance with the finishing specification |
| | | 3.2 | Imperfections, pores, nail or screw holes on the surface are rectified |
| | | 3.3 | Finishing processes and materials are applied in accordance with the agreed specifications |
| | | 3.4 | Surface is polished or buffed depending on the shine required |
| | | 3.5 | Work is checked against required quality standards |
| | | 3.6 | Any non-conformity with the required quality standards is rectified |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Faulty and defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.5 | Workplace documentation and/or reports are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving |
| Finishing custom furniture includes: | <ul style="list-style-type: none">• preparation technique used on the furniture surface• the processes of selection, evaluation and application of any materials to the surface• the process of polishing• other final finishing processes |
| Tools and equipment include: | <ul style="list-style-type: none">• power and hand sanders• brushes• steel wool• scrapers• rags• rubbing pads• spray guns• rottenstone• pumice• other polishing and rubbing compounds |
| Materials include: | <ul style="list-style-type: none">• timber (both indigenous and overseas)• adhesives and fasteners |

	<ul style="list-style-type: none">• shellac• lacquer• polyurethane• oil finishes• stains• oxides• bleaching compounds• ammonia• filling compounds
Furniture surface preparation includes:	<ul style="list-style-type: none">• sanding by hand or power sander• scraping• planing• other smoothing techniques• and is to take account of the fact that the colour of the wood may be changed by:<ul style="list-style-type: none">• staining• bleaching• painting• ammonia• fuming• other techniques
Surface filling includes:	<ul style="list-style-type: none">• using wood putty, wood plugs or other fillers
Finishing processes and materials include:	<ul style="list-style-type: none">• waxing• shellacking• nitrocellulose lacquering• conversion lacquering• linseed oiling• tung oiling• alkyd varnishing• polyurethane varnishing• water-based polyurethane and/or oil-varnish mixes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4001A Apply finishing techniques to custom furniture

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4001 Apply finishing techniques to custom furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Finish a minimum of four (4) different pieces of furniture to industry standards using at least four (4) different finish technologies on each, from the processes set out in the Range of Conditions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of finishes
- Organisational and site standards, requirements, policies and procedures for the selection and use of finishing materials
- Finishing techniques
- Characteristics, properties and selection criteria of finishing materials
- Finishing characteristics and properties of timber being used

- Matching requirements of adhesives and fasteners to timbers/materials used
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Work flow in relation to the furniture items being made or repaired
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic and differing finishing tasks, materials, equipment and specifications relevant to applying finishing techniques to custom furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4002 Assemble custom furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assembling custom furniture to critical production specifications involving application of skills and knowledge at a highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare for work	1.1	Applicable legislative, work health and safety (WHS), and organisational requirements relevant to assembling custom furniture are verified and complied with
		1.2	Instructions, plans or design briefs and critical production specifications are read and interpreted to identify processes and materials to complete work tasks
		1.3	Assembly sequence is planned and materials/component layout is confirmed
		1.4	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition

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| | | 1.5 | Adhesives, trims and accessories are identified, evaluated against the production specification and selected for use |
| | | 1.6 | Quality checking procedures are developed and documented for each step in the assembly process |
| 2 | Assemble custom furniture | 2.1 | Components, materials and tools are laid out in accordance with the assembly plan |
| | | 2.2 | Components are checked against specification prior to assembly and out of specification items are rejected |
| | | 2.3 | Components are assembled and checked against specification for accuracy, fit, twist and distortion |
| | | 2.4 | Doors, drawers and shelves are assembled and fitted |
| | | 2.5 | Hardware and decorative accessories are applied to specification |
| | | 2.6 | Product quality is prepared for final finish, including the removal of bruises, scratches, dents and marks |
| | | 2.7 | Product quality is checked against plans at identified checkpoints |
| 3 | Complete housekeeping | 3.1 | Unused materials are stored or recycled as required |
| | | 3.2 | Tools and equipment are cleaned and stored appropriately |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Work area is cleaned and rubbish disposed of appropriately |
| | | 3.5 | Workplace documentation and/or reports are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving |
| Custom furniture includes: | <ul style="list-style-type: none">• one-off manufacture in response to specific customer requirements. It does not include variations or modification to a production line item, and includes:<ul style="list-style-type: none">• wall units• vanity units• kitchen cabinets• sideboards/buffets• drawer units• display cabinets• counters• tables• beds |
| Tools and equipment include: | <ul style="list-style-type: none">• clamps• winding sticks• measuring tapes or rules• hammers |

	<ul style="list-style-type: none">• mallets• squares• presses
Materials include:	<ul style="list-style-type: none">• timber (both indigenous and overseas)• adhesives• screws• nails• dowels• metal fasteners• knockdown fittings• glass• decorative finishes• abrasive paper
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace instructions, including job sheets, plans, specifications, drawings and designs for custom furniture item• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4002A Assemble custom furniture

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4002 Assemble custom furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assemble and prepare for finishing a minimum of three (3) different and significant custom furniture products utilising at least three (3) different adhesive types
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the assembly of custom furniture
- Organisational and site standards, requirements, policies and procedures for the assembly of custom furniture
- Techniques for the assembly, fixing and finishing of custom furniture components
- Characteristics and properties of materials used in furniture components
- Types, characteristics, uses, limitations and safety requirements of tools and equipment used in assembly operations

- Types, characteristics, uses, limitations and safety requirements of adhesives and fasteners used in custom furniture assembly
- Work flow in relation to the furniture items being assembled
- Relevant problem identification and resolution
- Environmental protection requirements

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic assembly requirement involving three significant products, materials, equipment and specifications relevant to assembling custom furniture.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4003 Assess and record the lifecycle of a product

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing and recording the design and production of a product from its raw source to its completion and life as a product in accordance with design elements and principles in an industry workplace or design studio environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Assess raw sources of material	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to recording the lifecycle of a product are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others is established and maintained in accordance with WHS requirements
		1.4	Most suitable materials to fulfil the brief are assessed to meet the requirements
		1.5	Materials are assessed from their source taking account of where they derived from and their processing

		techniques
	1.6	Materials are assessed for their ecological and environmental impact
	1.7	Materials are assessed for their availability and supply
	1.8	Information on raw materials is recorded for future use
2	Assess the design process	2.1 Problem or underlying factors being addressed by the design brief are verified and documented
	2.2	User needs and desires are assessed and documented
	2.3	Elements of design are assessed for the intended outcome and documented
	2.4	Principles of design are assessed for the intended outcome and documented
	2.5	Requirements of the brief are prioritised and assessed for conflicts
	2.6	Activities to be undertaken to complete concepts, sketches, drawings and models are documented and prioritised
	2.7	Final documentation outlining the full analysis of the design brief is compiled and produced as a report
3	Assess the production process	3.1 Production timeline is assessed
	3.2	Supply of raw materials for production is analysed
	3.3	Available personnel with suitable skills are assessed for proficiency to complete production
	3.4	Manufacturing process is assessed for equipment and assembly methods
	3.5	Component production is mapped
	3.6	Finishing requirements are assessed
	3.7	Final completion of product is assessed and quality checking arrangements put in place
	3.8	Action plan for production is completed
4	Assess the product	4.1 Packaging and despatch procedures are assessed and

life

verified

- 4.2 Destination of the final product is verified and documented
- 4.3 Use of the product is assessed and potential life of the product estimated
- 4.4 Product lifecycle process is reviewed using all of the assessed data

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
- customers or suppliers may be internal or external

Design brief includes:

- the aims, objectives and milestones for the design project
- organisational or personal profiles
- target audience
- budget

	<ul style="list-style-type: none">• timeline• consultation requirements• colour requirements• image requirements• function
Appropriate personnel include:	<ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers
Materials include:	<ul style="list-style-type: none">• timber (native and imported)• man-made timber products• plastic• metal• alloys• stones• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Sources include:	<ul style="list-style-type: none">• origin of the raw material, including type and location wood was derived from, how and where it was processed, impact growth and available seasoning lead time• mining source of metal or alloys and how these were processed• formulas for the composition of plastics• origin of textiles and how these were milled
Ecological and environmental impact include:	<ul style="list-style-type: none">• how the use of raw materials effect the ecology and environment and how its continued use will affect the area it has been sourced from• what impact will be felt by reducing or stopping material from the source
Documentation includes:	<ul style="list-style-type: none">• working notes• hand written records• typed and computer generated information• reports
Elements of design include:	<ul style="list-style-type: none">• line• shape

Principles of design include:

- form (geometric or organic)
- texture
- colour
- function
- balance
- proportion (symmetry and asymmetry)
- harmony
- contrast
- pattern
- movement
- rhythm
- unity
- style
- focus
- scale
- dominant
- sub-dominant
- subordinate relationship
- emphasis
- proximity
- alignment
- space
- anthropometry
- ergonomics
- arrangement
- workload materials handling capacity
- skills available
- equipment capabilities
- aesthetic relations
- tension
- development methods

Concepts include:

- ideas generated to respond to the design brief through both ideation drawings or sketching and written explanation

Sketches include:

- hand drawn images
- ideation drawings completed freehand

Working drawings include:

- drafted technical drawings or drawings produced on computer using computer-aided design (CAD) software packages that contain project specifications

Models include:

- any three-dimensional (3-D) product which is made to full size or replicated through maquette, produced without normal manufacturing techniques, mainly to provide for the analysis of proportion, balance and aesthetic value

- Manufacturing processes include:**
- methods by which the product will be produced with steps that entail working from drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work procedures/instructions
 - manufacturer specifications and instructions
 - standard forms of workplace process and procedures
 - organisation work specifications and requirements
 - legislation, regulations and codes of practice
 - quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4003A Assess and record the lifecycle of a product

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4003 Assess and record the lifecycle of a product

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Record the lifecycle of a product from its raw source to its end use, work through the design process assessing the requirements and recording the intended outcomes
- Apply design elements and principles to a product lifecycle and produce a report on the analysis
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for assessing and recording furniture details
- Organisational and site standards, requirements, policies and procedures for assessing and recording furniture details
- Environmental protection requirements
- Established communication channels and protocols

- Relevant problem identification and resolution
- Elements and principles of design
- Ergonomics and aesthetic values
- Characteristics of furnishing materials, products and defects
- Design and related computer programs
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to recording the lifecycle of a product.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4004 Assess environmental impact of a design

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing the environmental impact of a design and evaluating and recording its energy consumption, waste and material sustainability at all stages of production, product use and disposal or recycling.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Assess raw sources of material	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to assessing the environmental impact of a design are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others to complete assessment is established and maintained
		1.4	Materials are assessed from their source taking account of where they derived from, their processing techniques and energy used to obtain them

		1.5	Materials are assessed for their ecological and environmental impact
		1.6	Materials are assessed for their availability and sustainability
2	Assess the environmental impact of the design	2.1	User needs and desires are assessed and documented
		2.2	Material choice and use as stated in the specifications is audited and assessed
		2.3	Product lifecycle analysis is evaluated and longevity determined
		2.4	Intended manufacturing processes, including assembly and finishing, are assessed for their impact on the environment
		2.5	Final documentation outlining the design environmental impact
3	Assess the manufacturing process	3.1	Production timeline is assessed and energy use measured
		3.2	Supply of raw materials for production is analysed and wastage estimated
		3.3	Manufacturing process is assessed for equipment and assembly method energy usage and waste
		3.4	Component production is analysed to measure energy use and waste
		3.5	Finishing requirements are assessed for toxic waste levels and energy usage
		3.6	Packaging, despatch and transport arrangements are analysed to measure energy usage
		3.7	Final documentation outlining the full analysis of the manufacturing impact on the environment is compiled and produced as a report
4	Assess product potential for recycling	4.1	Ability for all components of product to be recycled are assessed
		4.2	Non-recyclable components are identified and potential alternatives determined
		4.3	Impact of non-recyclable components on environment is

assessed

- 4.4 Recycling potential of the product is reported in documentation

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
 - customers or suppliers may be internal or external
- Design brief includes:**
- the aims, objectives, milestones for the design project
 - organisational or personal profiles
 - target audience
 - budget
 - timeline
 - consultation requirements
 - colour requirements
 - image requirements
 - function

Appropriate personnel include:	<ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers
Materials include:	<ul style="list-style-type: none">• timber (native and imported)• man-made timber products• plastic• metal• alloys• stones• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Sources include:	<ul style="list-style-type: none">• origin of the raw material, including the type and location wood was derived from, how and where it was processed, graph impact growth and available seasoning lead time• mining source of metal or alloys and how these were processed• formulas for the composition of plastics• origin of textiles and how these were milled
Energy includes:	<ul style="list-style-type: none">• the measure of energy output in correlation to the cost to the environment in terms of electricity, gas or fossil fuel usage
Ecological and environmental impacts include:	<ul style="list-style-type: none">• how the use of raw materials effects the ecology and environment and how its continued use will affect the area it has been sourced from, including illegal logging• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Sustainability includes:	<ul style="list-style-type: none">• the amount of resource widely available based on demand and its capacity to renew or be renewed
Product lifecycle includes:	<ul style="list-style-type: none">• the evolution of a product from its raw source, through its inception, development, manufacture, completion and time as a completed product until potential renewal

Manufacturing processes include:	<ul style="list-style-type: none">• methods by which the product will be produced with steps that entail working from drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Assembly methods include:	<ul style="list-style-type: none">• nailing• gluing• screwing• welding• pressing• sewing• bonding• jointing• connecting various materials
Finishing includes:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings
Wastage includes:	<ul style="list-style-type: none">• wasting of valuable raw materials• wastage of energy to obtain the raw materials• wastage during the manufacturing process• how waste is or isn't managed after it is produced
Equipment includes:	<ul style="list-style-type: none">• static machinery• portable power tools• computer numerically controlled (CNC) equipment• and is to include procedures for lock out protecting operators and co-workers from accidental injury by isolating the machine from the power source
Components include:	<ul style="list-style-type: none">• parts which make up the whole of a product (each component often requires some level of machining to result in the desired part)
Packaging and despatch include:	<ul style="list-style-type: none">• wrapping in fabric• plastic wrapping• shrink wrapping• boxing• foam shells• despatch by mobile means
Transport includes:	<ul style="list-style-type: none">• truck• trailer• train

Personal protective equipment includes:

- plane
- ship
- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4004A Assess environmental impact of a design

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4004 Assess environmental impact of a design

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assess and measure the environmental impact of a design from its raw source through manufacture to its end use and disposal and recording of the impact study outcomes
- Produce a report on the impact study outcomes of a product
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to assessing the environmental impact of a design
- Organisational and site standards, requirements, policies and procedures for assessing the environmental impact of a design
- Elements and principles of design
- Ergonomics and aesthetic values

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products, sources and defects
- Energy consumption calculation
- Forest management and sustainability
- Illegal Logging Prohibition Act 2012
- Greenhouse gas emissions
- Resource utilisation
- Waste and waste management solutions
- Relevant computer programs
- Product assembly techniques and equipment capabilities
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of tasks where relevant, Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to assessing the environmental impact of a design.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4005 Construct and evaluate furniture prototypes and samples

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing or overseeing the construction of furniture prototypes and samples in furnishing operations of all sizes. Construction of prototypes and samples can apply to an industry workplace or design studio environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for production	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to constructing prototypes and samples are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Type and quantity of material to be used is acquired from the storage location
		1.4	Equipment is selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer recommendation

		1.5	Communication with others is established and maintained in accordance with WHS requirements
2	Plan for production	2.1	Manufacturing process is planned and organised
		2.2	Material is allocated in accordance with the manufacturing plan and safe working procedures
		2.3	Components are selected
		2.4	Assembly methods are researched and planned
		2.5	Components are assembled in accordance with the sketches and freehand development drawings
		2.6	Prototype or sample is finished according to draft specifications
3	Evaluate prototype or sample	3.1	Prototype or sample is evaluated for functionality and aesthetic appeal
		3.2	Prototype or sample is assessed for their elements of design
		3.3	Prototype or sample is assessed for their principles of design
		3.4	Prototype or sample is analysed against design brief requirements
		3.5	Prototype or sample is reviewed with client or test client
		3.6	Modifications to the prototype or sample are explored to satisfy the requirements of the design brief
		3.7	Prototype or sample production process faults are recorded and reported to the appropriate personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Appropriate personnel include: | <ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers |
| Materials include: | <ul style="list-style-type: none">• scrap timber• man-made timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass |

	<ul style="list-style-type: none">• foam• cardboard• paper products• any other manipulable substance
Storage locations include:	<ul style="list-style-type: none">• storage racks• storage bays• bins• stacks• pallet boxes• modularised storage components• temporary stacking bays (stand, frame or ground)
Divisions in storage includes:	<ul style="list-style-type: none">• standard product classification• product designation• size• dimension• stack number• weight• grade• shelf life• stock rotation position
Equipment includes:	<ul style="list-style-type: none">• static machinery• portable power tools• computer numerically controlled (CNC) equipment• and is to include procedures for lock out protecting operators and co-workers from accidental injury by isolating the machine from the power source
Manufacturing processes include:	<ul style="list-style-type: none">• methods by which the product will be produced entailing working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Components include:	<ul style="list-style-type: none">• parts which make up the whole of a product (each component often requires some level of machining to result in the desire part)
Assembly processes include:	<ul style="list-style-type: none">• nailing• gluing• screwing• welding• pressing• sewing• bonding• jointing• connecting various materials

Sketches include:	<ul style="list-style-type: none">• hand drawn images• ideation drawings completed freehand
Freehand development drawings include:	<ul style="list-style-type: none">• isometric• oblique• perspective• orthographic• elevation drawings which explode the parts of the concept sketches and include:<ul style="list-style-type: none">• rough sizes• scale• tones• values
Prototypes or samples include:	<ul style="list-style-type: none">• a full size replica of the intended product outcome based on concept sketches and freehand development drawings, produced from stiff cardboard, scrap timber or moulding clay
Specifications include:	<ul style="list-style-type: none">• measurements• procedures by which a product is constructed• materials to be utilised
Functionality includes:	<ul style="list-style-type: none">• purpose intended for the product in relationship to the design brief
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship

- emphasis
 - proximity
 - alignment
 - space
 - anthropometry
 - ergonomics
 - arrangement
 - workload materials handling capacity
 - skills available
 - equipment capabilities
 - aesthetic relations
 - tension
 - development methods
- Modifications include:**
- alterations to the original prototype concept to achieve better balance, proportion or aesthetic value
- Records and reports include:**
- design and production method
 - product type and size
 - inspection and labelling outcomes
 - storage locations
 - quality outcomes
 - hazards, incidents or equipment malfunctions
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work procedures/instructions
 - manufacturer specifications and instructions
 - standard forms of workplace process and procedures
 - organisation work specifications and requirements
 - legislation, regulations and codes of practice
 - quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4005A Construct and evaluate furniture prototypes and samples

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4005 Construct and evaluate furniture prototypes and samples

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Construct a prototype or sample in accordance with the design brief and concept sketches and drawings
- Apply design elements and principles to develop a prototype in accordance with a the design brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for the construction of prototypes and samples
- Organisational and site standards, requirements, policies and procedures for constructing prototypes and samples
- Environmental protection requirements
- Established communication channels and protocols

- Relevant problem identification and resolution
- Elements and principles of design
- Ergonomics and aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Design and other relevant computer programs
- Product assembly techniques
- Sketching and drawing
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to constructing a prototype or sample.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4006 Determine work health and safety (WHS) implications of designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying and assessing WHS implications of furniture designs, including accessories and materials, to determine potential hazards for a range of customer groups and those involved in their production. It includes identifying and acting upon hazards and risks within the workplace, and participating in WHS related training.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify principles of WHS	1.1	Duty of care and responsibilities of individuals and organisations are defined
		1.2	Concepts of hierarchy of control are identified and related to the workplace
		1.3	Codes of practice relating to specific workplace risks are identified
		1.4	Importance of a systematic approach to WHS is understood

		1.5	Applicable WHS, legislative and organisational requirements relevant to furniture designs are identified
		1.6	The furnishing materials to be used and their key characteristics are identified
2	Assess WHS implications for furniture manufacturing	2.1	Hazards associated with materials used in the manufacture of furniture are identified
		2.2	Hazards associated with production of furniture are identified
		2.3	Safety measures implemented to control hazards to manufacturers are identified and implications for furniture designs evaluated
		2.4	Information resources on safety aspects of materials and technology used in the production of furniture are identified and accessed
3	Assess WHS implications for customers	3.1	Range of customers for furniture products are identified and potential hazards for users determined
		3.2	Potential hazards associated with components and accessories are identified
		3.3	Safety measures implemented to control hazards to users are identified and implications for furniture designs evaluated
		3.4	Information resources on safety aspects of furniture design are identified and accessed
4	Assess risk	4.1	Likelihood of hazards causing harm is considered and determined
		4.2	Consequence if the event should occur is evaluated and determined
		4.3	Risk level (likelihood and consequence combined) is considered and determined
5	Apply risk control measures to furniture design	5.1	Designs are evaluated for WHS implications
		5.2	Range of treatments which may eliminate or minimise risks are identified
		5.3	Feasible options are subject to detailed analysis, including the identification of resource requirements

- 5.4 Most appropriate treatment for addressing risk is selected and applied to design

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
- customers or suppliers may be internal or external

Duty of care includes:

- everything ‘reasonably practicable’ to be done to protect the health and safety of others at the workplace. This duty is placed on:
 - all employers
 - their employees
 - any others who have an influence on the hazards in a workplace

Hierarchy of control includes:

- the range of feasible options for managing the risk to health and safety. The hierarchy is:
 - elimination of the hazard
 - its substitution with a less harmful version
 - its redesign
 - engineering controls

	<ul style="list-style-type: none">• isolation of the hazard from people at the workplace• safe work practices• redesigning work systems• the use of personal protective equipment by people at the workplace
Systematic approach includes:	<ul style="list-style-type: none">• hazard identification• risk assessment• risk control• review
WHS requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations, organisational safety policies and procedures• use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination• control of hazardous materials and substances• manual handling, including lifting and carrying
Materials include:	<ul style="list-style-type: none">• fabrics• finishes• wood• metal• plastic• paint• foam• oils• animal skin• adhesives• nails• staples
Hazards associated with materials include:	<ul style="list-style-type: none">• chemical properties:<ul style="list-style-type: none">• toxicity• fumes• combustibility• physical properties:<ul style="list-style-type: none">• strength/weakness• splintering• breakage• weight• components:<ul style="list-style-type: none">• adhesives• nails

	<ul style="list-style-type: none">• staples
Hazards associated with production include:	<ul style="list-style-type: none">• manual handling• finishing and production processes• use of tools and machinery• dust inhalation• power sources and leads• flying debris• fume inhalation• trips• falls• lack of control during pouring• machine safety and vibration (direct and indirect consequences)
Range of customers include:	<ul style="list-style-type: none">• aged and the elderly• people with disabilities• children• adults
Potential hazards for users include:	<ul style="list-style-type: none">• allergies to materials• injury from materials or components• injury due to design faults• lack of stability• breakage• difficult to handle or install
Treatments include:	<ul style="list-style-type: none">• use of production safety strategies, such as dust and fumes extraction systems• materials testing• power source protection• personal protective equipment• use of tested materials and accessories• use of specialised safety features and components
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4008A Determine occupational health and safety implications of designs

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4006 Determine work health and safety (WHS) implications of designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Locate and apply safety information and assess safety aspects of furniture designs for a range of customers to address risks and hazards in furniture designs
- Complete a minimum of three (3) risk assessments of furniture designs, including the determination of required treatments
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to risk management in a furnishing technology work environment
- Organisational and site standards, requirements, policies and procedures for furnishing technology
- Types of tools and equipment, their operating characteristics and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Common furnishing technology related hazards and the range of commonly applied treatments
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to establishing and maintaining a safe furnishing technology work environment, and relevant WHS legislation and regulations.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4007 Prepare and present furniture design information

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and presenting a range of design concepts as solutions to a design brief in accordance with integral design elements and principles in an industry workplace or design studio environment. It involves application of skills and knowledge at a supervisory or equivalent level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Plan for presentation of design information	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to producing design development sketches and drawings are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Type and quantity of concepts to be presented are assessed from the design brief
		1.4	Presentation equipment is selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer recommendations

		1.5	Communication with others is established and maintained in accordance with WHS requirements
2	Present design information	2.1	Concept sketches are presented as solutions to the design brief and for the audience
		2.2	Sketches are represented as ideation drawings and presented using presentation boards and portfolios
		2.3	Freehand development drawings are incorporated into the presentation to represent the construction and joints
		2.4	Working drawings are presented to represent final measurements and specifications
		2.5	Concepts and their elements of design are promoted, explained and evaluated for the audience
		2.6	Concepts and their principles of design are promoted, explained and evaluated for the audience
		2.7	Presentation of design information is made using multimedia and computer-based strategies
3	Present manufacturing information	3.1	Maquettes of concepts are presented for discussion and viewing
		3.2	Prototypes or samples are presented for viewing and aesthetic value
		3.3	Sample joints or joining techniques are presented to support the design theory
		3.4	Alternative manufacturing techniques are presented and promoted
		3.5	Material options are presented and promoted
		3.6	Assembly and finishing techniques and processes are presented and promoted
		3.7	Concept manufacturing process is evaluated and presented using multimedia and computer-based strategies

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Appropriate personnel include: | <ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers |

Concepts include:	<ul style="list-style-type: none">• ideas generated to respond to the design brief through both ideation drawings or sketching and written explanation
Presentation equipment include:	<ul style="list-style-type: none">• presentation boards• portfolios• photography• data projectors• video• other forms of multimedia
Sketches include:	<ul style="list-style-type: none">• hand drawn images• ideation drawings completed freehand
Audience includes:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Ideation drawings include:	<ul style="list-style-type: none">• freehand drawings which represent a product as a story and methodology to the design brief solution
Freehand development drawings include:	<ul style="list-style-type: none">• isometric• oblique• perspective• orthographic• elevation drawings• those which explode the parts of the concept sketches and include rough sizes, scale, tones and values
Working drawings include:	<ul style="list-style-type: none">• drafted technical drawings or drawings produced on computer using computer-aided design (CAD) software packages that contain project specifications
Specifications include:	<ul style="list-style-type: none">• measurements• procedures by which a product is constructed• materials to be utilised
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast

	<ul style="list-style-type: none">• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement• workload materials handling capacity• skills available• equipment capabilities• aesthetic relations• tension• development methods
Computer-based strategies include:	<ul style="list-style-type: none">• PowerPoint presentations• CAD demonstrations• written presentations• other scenarios utilising different software applications
Maquette includes:	<ul style="list-style-type: none">• a miniature version of the intended final product to establish if the elements and principles of design have been achieved
Prototypes or samples include:	<ul style="list-style-type: none">• a full size replica of the intended product outcome based on concept sketches and freehand development drawings, produced from stiff cardboard, scrap timber or moulding clay
Manufacturing processes include:	<ul style="list-style-type: none">• methods by which the product will be produced with steps that entail working from drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Materials include:	<ul style="list-style-type: none">• timber (native and imported)• man-made timber products• plastic• metal• alloys

	<ul style="list-style-type: none">• stones• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Assembly processes include:	<ul style="list-style-type: none">• nailing• gluing• screwing• welding• pressing• sewing• bonding• jointing• connecting various materials
Finishing includes:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4009A Prepare and present furniture design information

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4007 Prepare and present furniture design information

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare and present design information in accordance with the concepts and design brief to a prospective client interested in buying a design for manufacturing purposes, and effectively apply design elements and principles to the presentation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to preparing and presenting design information
- Organisational and site standards, requirements, policies and procedures for preparing and presenting design information
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques

- Elements and principles of design
- Ergonomics and aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Relevant computer programs
- Presentation techniques and equipment
- Product assembly techniques
- Sketching and drawing techniques
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and design specifications relevant to preparing and presenting design information.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4008 Produce and evaluate developmental furniture models to scale

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing developmental models to scale using fundamental design elements and principles for presentation purposes in an industry workplace or design studio environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for production	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to producing developmental models to scale are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Type and quantity of materials to be used are acquired from the storage location
		1.4	Equipment is selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer recommendations

		1.5	Communication with others is established and maintained in accordance with WHS requirements
2	Interpret design development sketches and drawings	2.1	Sketches and drawings are assessed for their elements of design
		2.2	Sketches and drawings are assessed for their principles of design
		2.3	Sample maquette is produced in accordance with the concept sketches and drawings
		2.4	Concept is modified for its aesthetic value in keeping with the intended function
		2.5	Working drawings are assessed for their specification requirements
		2.6	Concept is planned for model manufacture taking into account available equipment and resources
3	Produce scale model	3.1	Manufacturing process is planned and organised
		3.2	Material is processed in accordance with the manufacturing plan and safe working procedures
		3.3	Components are produced and prepared for assembly
		3.4	Components are assembled in accordance with the working drawings
		3.5	Scale model is finished according to specifications
4	Evaluate scale model	4.1	Design and production process faults are recorded and reported to the appropriate personnel
		4.2	Scale model is evaluated for functionality and aesthetic appeal
		4.3	Scale model is evaluated against design brief requirements
		4.4	Scale model is reviewed with client or test client
		4.5	Modifications to the scale model are explored to satisfy the requirements of the design brief

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Appropriate personnel include: | <ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers |

Materials include:	<ul style="list-style-type: none">• timber (native and imported)• man-made timber products• plastic• metal• alloys• stones• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Storage locations include:	<ul style="list-style-type: none">• storage racks• storage bays• bins• stacks• pallet boxes• modularised storage components• temporary stacking bays (stand, frame or ground)
Storage divisions include by:	<ul style="list-style-type: none">• standard product classification• product designation• size• dimension• stack number• weight• grade• shelf life• stock rotation position
Equipment includes:	<ul style="list-style-type: none">• static machinery• portable power tools• computer numerically controlled (CNC) equipment• and is to include procedures for lock out protecting operators and co-workers from accidental injury by isolating the machine from the power source
Sketches include:	<ul style="list-style-type: none">• hand drawn images• ideation drawings completed freehand
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture

Principles of design include:	<ul style="list-style-type: none">• colour• function• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement• workload materials handling capacity• skills available• equipment capabilities• aesthetic relations• tension• development methods
Maquette includes:	<ul style="list-style-type: none">• a miniature version of the intended final product to establish if the elements and principles of design have been achieved.
Concepts include:	<ul style="list-style-type: none">• ideas generated to respond to the design brief through both ideation drawings or sketching and written explanation
Aesthetics include:	<ul style="list-style-type: none">• consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Working drawings include:	<ul style="list-style-type: none">• drafted technical drawings or drawings produced on computer using computer-aided design (CAD) software packages that contain project specifications
Manufacturing processes include:	<ul style="list-style-type: none">• methods by which the product will be produced with steps that entail working from drawings and specifications• producing components utilising machine operations• assembly of the components

Components include:	<ul style="list-style-type: none">• finishing techniques• parts which make up the whole of a product (each component often requires some level of machining to result in the desired part)
Scale model includes:	<ul style="list-style-type: none">• a model replica of the intended final outcome product produced to a suitable scale to distinguish its features, for example, 1:5 or 1:10. The model may be made from similar material as the intended final solution or in some cases made from modelling clay
Specifications include:	<ul style="list-style-type: none">• measurements• procedures by which a product is constructed• materials to be utilised
Functionality includes:	<ul style="list-style-type: none">• the purpose intended for the product in relationship to the design brief
Records and reports include:	<ul style="list-style-type: none">• the design and production method• product type and size• inspection and labelling outcomes• storage locations• quality outcomes• hazards, incidents or equipment malfunctions
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4010A Produce and evaluate developmental furniture models to scale

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4008 Produce and evaluate developmental furniture models to scale

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Produce developmental models to scale work through sketch development and the design process to produce a final scale model effectively applying design elements and principles
- Produce a scale model in accordance with the scale development sketches and drawings
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for producing developmental models to scale
- Organisational and site standards, requirements, policies and procedures for producing developmental models to scale
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Elements and principles of design
- Ergonomics and aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Relevant computer programs
- Product assembly techniques
- Sketching and drawing techniques
- Scale drawings and scale to human figure
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to producing developmental models to scale.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4009 Set up, operate and maintain basic static woodworking machines for furniture designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining basic static woodworking machines to achieve furniture design requirements, including tuning and general problem solving. It involves application of skills and knowledge at the highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Determine set-up and operating requirements of woodworking machines	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the selection and use of static woodworking machines are verified and complied with
		1.2	Set-up requirements for static woodworking machines are identified according to furniture design and safety requirements
		1.3	Operating requirements to achieve design outcomes are identified and safety requirements determined

2	Set up and operate static woodworking machines	2.1	Selected machines are checked for serviceability, precision settings, maintenance compliance and safety
		2.2	Work specifications and instructions are interpreted and machines are set up to perform operations
		2.3	Machines are operated according to manufacturer operating procedures to achieve required work outcome
		2.4	Work is monitored to ensure quality standards are met
		2.5	Safety procedures are followed
3	Maintain static woodworking machines	3.1	Machines are assessed for performance compliance
		3.2	Faults or non-compliances are identified and rectified, replaced or reported according to workplace procedures
		3.3	Problem-solving techniques are applied to identify and address operational problems
		3.4	Routine maintenance is conducted to ensure optimal performance of machines
		3.5	Work area is maintained to housekeeping standards
		3.6	All machines are cleaned, maintained and stored in accordance with manufacturer specifications

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external
Static woodworking machines include:	<ul style="list-style-type: none">• table saw• thicknesser• jointer• band saw
Problem-solving techniques include:	<ul style="list-style-type: none">• root cause analysis (RCA)• consultation with colleagues, designers, manufacturers, technicians and maintenance personnel• re-setting of machine• routine maintenance
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4011A Set up, operate and maintain basic static woodworking machines for furniture designs

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4009 Set up, operate and maintain basic static woodworking machines for furniture designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Locate and apply relevant information and set up, operate and maintain a table saw, thicknesser, jointer and band saw.
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to use of static woodworking machines
- Organisational and site standards, requirements, policies and procedures for use of static woodworking machines
- Types, characteristics, uses, limitations and maintenance requirements of the range of static woodworking machines used in furniture production
- Manufacturing specifications for static woodworking machines

- Processes for evaluating the quality of static woodworking machines in terms of specifications, safety, maintainability and commercial reputation
- Established communication channels and protocols
- Relevant problem identification and resolution
- Workplace safety requirements and WHS legislation
- Work flow within the furnishing workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to range of woodworking equipment and support documentation, specialist woodworking machines, related hand tools and maintenance specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4010 Research and select furniture finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and selecting finishes for various furniture design solutions in an industry workplace or design studio environment, and involves application of skills and knowledge at a supervisory or equivalent level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for finish research	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending finishes are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others is established and maintained in accordance with WHS requirements
		1.4	Client requirements and desires are reviewed, confirmed and clarified

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| 2 | Research finishes | 2.1 | Aesthetic requirements of the finish are assessed |
| | | 2.2 | New finish technologies are researched and reported |
| | | 2.3 | Tactile requirements of the finish in relation to the design is researched |
| | | 2.4 | Application methods and available expertise for the desired finish are assessed |
| | | 2.5 | Costs of finishes are assessed and compared |
| | | 2.6 | Environmental impact of finishes are assessed |
| | | 2.7 | Longevity and restorability of finishes are researched |
| | | 2.8 | Hazards associated with the use and application of finishes are researched |
| | | 2.9 | Quality of finishes are assessed and reported |
| 3 | Select finishes | 3.1 | Research information is critically analysed in the context of the design brief requirements |
| | | 3.2 | Finishes and their elements of design are promoted, research explained and evaluated for the client |
| | | 3.3 | Finishes and their principles of design are promoted, research explained and evaluated for the client |
| | | 3.4 | Presentation of research information is made highlighting the findings and rationale for the finishes chosen |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving skills• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Appropriate personnel include: | <ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers |
| Clients include: | <ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public |
| Aesthetics include: | <ul style="list-style-type: none">• consideration of appeal to a large number of people; products are pleasing to the eye of many who view it |

Finishes include:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• traditional finishes• plastic coatings• UV-protected coatings• liquid coatings• synthetic coatings• synthetics• paper• glass• vinyls• textiles• laminates• plastics• stainless steel• metal• veneers• stone-based products
Tactile includes:	<ul style="list-style-type: none">• that perceived by the sense of touch producing the effect of three-dimensional depth
Application methods include:	<ul style="list-style-type: none">• spraying• painting• applicators• gluing• vacuum wrapping• rubbing• bonding
Environmental impacts include:	<ul style="list-style-type: none">• how the making and use of finishes effects the environment and how its continued use will affect those in the area• energy consumption in applying the material• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the finish
Longevity and restorability includes:	<ul style="list-style-type: none">• an analysis of how long the finish is expected to last, while maintaining quality of aesthetic value and how readily the finish can be upgraded, repaired or replaced

Hazards include:	<ul style="list-style-type: none">• toxins and gases released by some finishes• glues which may be harmful to people if not used correctly
Critical analysis includes:	<ul style="list-style-type: none">• comparing• contrasting• reflecting• critiquing• considering merit• discussion• debate
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement• workload materials handling capacity• skills available• equipment capabilities• aesthetic relations• tension

Personal protective equipment includes:

- development methods
- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4013A Research and select furniture finishes

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4010 Research and select furniture finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and select finishes to assist with informing the design process and arrive at a solution which meets client requirements
- Apply design elements and principles to the research and selection of finishes in accordance with the concepts and design brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to selecting finishes
- Organisational and site standards, requirements, policies and procedures for the selection of finishing materials
- Finishing techniques
- Characteristics, properties and selection criteria of finishing materials

- Finishing characteristics and properties of timber being used
- Matching requirements of adhesives and fasteners to timbers/materials
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Work flow in relation to the furniture items being made or repaired
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to researching and recommending furniture finishes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4011 Research and select furniture materials and technology

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and selecting furniture materials and technologies in order to meet design requirements, including for traditional, new and emerging materials and technologies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for material research	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending materials are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others is established and maintained in accordance with WHS requirements
		1.4	Client requirements and desires are reviewed, confirmed and clarified

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|---|--------------------------------------|-----|--|
| 2 | Research materials | 2.1 | Aesthetic requirements of the material are assessed |
| | | 2.2 | New material technologies are researched and reported |
| | | 2.3 | Tactile requirements of the material in relation to the design is researched |
| | | 2.4 | Manufacturing processes and available expertise for the desired material are assessed |
| | | 2.5 | Costs of materials are assessed and compared |
| | | 2.6 | Environmental impact of materials are assessed |
| | | 2.7 | Longevity and restorability of materials are researched |
| | | 2.8 | Hazards associated with the use and application of materials, including handling, are researched |
| | | 2.9 | Quality of materials are assessed and reported |
| 3 | Select materials | 3.1 | Research information is critically analysed in the context of the design brief requirements |
| | | 3.2 | Materials and their elements of design are promoted, research explained and evaluated for the client |
| | | 3.3 | Materials and their principles of design are promoted, research explained and evaluated for the client |
| | | 3.4 | Presentation of research information is made highlighting the findings and rationale for the materials chosen |
| 4 | Research furniture making technology | 4.1 | Information sources on traditional, new and emerging technologies used in the production of furniture are identified and assessed for usefulness |
| | | 4.2 | Traditional furniture making technologies are identified and their application analysed to determine advantages and disadvantages |
| | | 4.3 | New and emerging technologies are identified and analysed for relevance in furniture designs |
| | | 4.4 | Environmental and safety aspects of technologies are identified and implications for use assessed |
| | | 4.5 | Information is collected and stored for future use |

5	Select technology for furniture	5.1	Research information is critically analysed in the context of the design brief requirements
		5.2	The relevance of technology to specific design solutions is determined and technology selected
		5.3	Presentation of research information is made highlighting the findings and rationale for the technology chosen

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
 - customers or suppliers may be internal or external
- Design brief includes:**
- the aims, objectives, milestones for the design project
 - organisational or personal profiles
 - target audience
 - budget

	<ul style="list-style-type: none">• timeline• consultation requirements• colour requirements• image requirements• function
Appropriate personnel include:	<ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers
Clients include:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Aesthetics include:	<ul style="list-style-type: none">• consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• reconstituted products• composite materials• plastic• metal• alloys• stone-based products• glass• textiles• fibreglass• foam• synthetics• cardboard• paper products• any other manipulable substance
Tactile includes:	<ul style="list-style-type: none">• that perceived by the sense of touch producing the effect of three-dimensional depth
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps entail working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques

Environmental impacts include:	<ul style="list-style-type: none">• how the making and use of finishes effects the environment and how its continued use will affect those in the area• energy consumption in applying the material• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the finish
Longevity and restorability include:	<ul style="list-style-type: none">• an analysis of how long the finish is expected to last, while maintaining quality of aesthetic value and how readily the finish can be upgraded, repaired or replaced
Hazards include:	<ul style="list-style-type: none">• overweight loads• bowing or cupping material causing collapse• materials handling incidents• splinters• chips or fragments being lodged in the hands or eyes
Critical analysis includes:	<ul style="list-style-type: none">• comparing• contrasting• reflecting• critiquing• considering merit• discussion• debate
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship

	<ul style="list-style-type: none">• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement• workload materials handling capacity• skills available• equipment capabilities• aesthetic relations• tension• development methods
Technology and manufacturing processes include:	<ul style="list-style-type: none">• volume and custom production processes• computer-aided design (CAD) software programs• digital design tools• machinery• tools• manufacturing techniques• laser cutting• water jet cutting• computer numerically controlled (CNC) router cutting• foundries and casting• soft furnishing technology
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4014A Research and select furniture materials and technology

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4011 Research and select furniture materials and technology

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and select materials and technology to assist with informing the design process and arrive at a solution which meets client requirements
- Apply design elements and principles to the research and selection of materials and technology in accordance with the concepts and design brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to researching and recommending materials
- Organisational and site standards, requirements, policies and procedures for researching and recommending materials
- Elements and principles of design
- Aesthetic values

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Materials and technology research techniques
- Material types and manufacturing processes
- Technologies used in furniture production
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to researching and recommending materials and specifications

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4012 Research furniture styles and movements

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching furniture styles and movements and analysing how they influence furniture design by accessing a range of information sources. It also covers identifying influences on the design of furniture and documenting information for use in furniture design projects.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan research	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching furniture styles and movements are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Relevant research sources of information on furniture styles and movements are located
		1.4	Formal and informal research techniques are selected to access the information

		1.5	Scope of research is determined
2	Conduct research and document findings	2.1	Research is conducted using a range of research techniques
		2.2	Geographical research is conducted to detect influences
		2.3	Cultural, economic and environmental influences on furniture styles and movements are identified
		2.4	Features of furniture are identified
		2.5	Significant trends, designers and techniques and their influences on styles and movements are identified
		2.6	Research information is applied to current furniture design trends, philosophy and surrounding buildings
		2.7	Information is documented to develop reference materials to inform design projects
		2.8	Research materials and results of the research are organised and compiled into easy to access facilities for further reference
3	Maintain currency with furniture styles and movements	3.1	Research sources and compiled information are regularly checked for usefulness in informing design projects
		3.2	Opportunities to update and expand research of styles and movements are scheduled
		3.3	Findings from research are regularly incorporated into design outcomes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|----------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Research sources include: | <ul style="list-style-type: none">• scientific texts• historical texts and journals• oral histories• journals• periodicals• images• objects• films• videos• microfiche• internet• technical information• stories• libraries• museums |

Information includes:	<ul style="list-style-type: none">• universities• collection catalogues• philosophy texts• world histories• cultural issues publications• spiritual issues publications• religious texts• histories of furniture design• linguistics, aesthetics and political publications• gender and identity issues texts• place, signs and symbols• criticism• new technologies• popular media
Styles and movements include:	<ul style="list-style-type: none">• furniture designers and key figures, such as Frank Lloyd Wright, Charles Eames and Antonio Gaudi• schools and movements, such as Bauhaus in Germany, Federal style in the United States, and Art Nouveau in Europe• periods and styles, such as the neo-classical Adams style, the simple lines of Art Deco, and the asymmetrical style of Rococo• decorative details, such as:<ul style="list-style-type: none">• rosettes• foots• hinges• mouldings
Research techniques include:	<ul style="list-style-type: none">• internet searches• interview• discussion• books• journals• films• documentaries• first hand review
Geographical research includes:	<ul style="list-style-type: none">• international• national• regional• local influences
Facilities include:	<ul style="list-style-type: none">• files• computer files• indices

- Documentation includes:**
- databases
 - charts
 - diagrams
 - freehand drawings
 - sketches
 - ideation drawings
 - working drawings
 - computer-generated documentation
 - pictures
 - illustrations
 - photos
 - multimedia presentations
 - materials or theme boards
 - specifications
 - measurements

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4015A Research furniture styles and movements

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4012 Research furniture styles and movements

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Identify materials used in the work process
- Research furniture styles and movements to assist with informing current design practices, challenging and adapting influences into current designs
- Apply design elements and principles to the research of styles and movements in accordance with the concepts and design brief
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to researching styles and movements
- Organisational and site standards, requirements, policies and procedures for researching styles and movements
- Elements and principles of design
- Ergonomics and aesthetic values
- Significant trends, designers and techniques and their influences on styles and movements
- Characteristics of materials, products and defects
- Relevant computer programs for research and documentation
- Relevant research techniques
- Presentation techniques and equipment
- Procedures for the recording, reporting and maintenance of workplace records and information
- Environmental protection requirements

- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to researching styles and movements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4013 Select, use and maintain hand tools for the creation of custom furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and using hand tools in applications relating to custom furniture making sector and includes manufacturing specialist hand tools to support unique functions. It involves application of skills and knowledge at the highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------|-----|---|
| 1 | Identify hand tools | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the selection and use of hand tools are verified and complied with |
| | | 1.2 | Type and range of hand tools, their functions, manufacturing specifications and quality reputations are identified and researched |
| 2 | Select hand tools | 2.1 | Hand tools most appropriate for the job are selected |
| | | 2.2 | Selected hand tools are checked for serviceability, precision settings, maintenance compliance and safety |

		2.3	Faults are rectified or passed to qualified persons for rectification
		2.4	Equipment is selected to hold or support material for hand tools application where applicable
3	Manufacture specialist hand tools	3.1	The need for specialist hand tools is established after full research and discounting of existing capabilities and availabilities
		3.2	The design of the specialist tool is completed and verified
		3.3	The material for the specialist tool is selected after full consideration of the functions and the material options
		3.4	The specialist tool is manufactured to specification
		3.5	The specialist tool is tested and modified to satisfy the function
		3.6	Design specifications are documented and retained in the enterprise filing systems
4	Use hand tools	4.1	Hand tools are safely located when not in immediate use
		4.2	Material is located and held in position for hand tool application
		4.3	Hand tools safety requirements are complied with throughout the operation
		4.4	The full capability of the hand tool is professionally applied and adjusted to achieve the required specificity of outcome
		4.5	Mid-operation maintenance is carried out to ensure continuing achievement of specified outcomes
5	Clean up work area and tools	5.1	All tools are cleaned, maintained and stored in accordance with manufacturer specifications
		5.2	Equipment is cleaned, maintained and stored
		5.3	Work area is cleared and waste removed
		5.4	Workplace documentation and/or reports are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Instructions include: | <ul style="list-style-type: none">• workplace procedures relating to the use and operation of tools and equipment• production planning figures• workplace instructions:<ul style="list-style-type: none">• job sheets• plans• specifications• drawings and designs• workplace procedures relating to reporting and communications• manufacturer instructions for the use of equipment and materials |
| Hand tools include: | <ul style="list-style-type: none">• hand planes• chisels• hand saws• spokeshave |

- hammer
- mallet
- marking-out tools
- files
- rasps
- scraper
- screwdrivers
- hand drill
- straight edges
- knives
- clamps
- steel/bronze wool
- sandpaper
- brushes
- stone and whetstone
- grinder

Fault reporting includes: • verbal or written reporting

Personal protective equipment includes: • that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4016A Select, use and maintain hand tools for the creation of custom furniture

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4013 Select, use and maintain hand tools for the creation of custom furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Locate and apply relevant information related to hand tools
- Adopt and carry out correct procedures prior to and during use of the range of hand tools including hand planes, chisels, hand saws, spokeshave, hammer, mallet, marking-out tools, files, rasps, scrapers, screwdrivers, hand drills, straight edges, knives and clamps
- Design and manufacture one (1) specialist hand tool for a specified production function
- Tune and sharpen:
 - chisels
 - hand planes
 - spokeshave
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to use of hand tools
- Organisational and site standards, requirements, policies and procedures for use of hand tools
- Types, characteristics, uses, limitations and maintenance requirements of the range of hand tools used in furniture production
- Manufacturing specifications for hand tools
- Processes for evaluating the quality of hand tools in terms of specifications, safety, maintainability and commercial reputation
- Established communication channels and protocols
- Techniques for the design of specialised hand tools and the manufacturer of one-off tools
- Relevant problem identification and resolution
- Workplace safety requirements and WHS legislation
- Work flow within the workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to range of quality hand tools and support documentation, legitimate specialist hand tool requirements and specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4014 Set up and operate a wood-turning lathe to produce off-centre work

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers maintaining, setting up and operating a wood-turning lathe and holding devices used to produce off-centre work for the production of furniture and building work. It involves application of skills and knowledge at the highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements and instructions relevant to lathe operations are verified and complied with
		1.2	Work instructions are used to determine job requirements including design, quality, materials, equipment and quantity
		1.3	Material for turning is selected and inspected for safety
		1.4	The wood-turning lathe, holding devices, tools and

			gauges are identified and checked for safe and efficient operations
		1.5	Procedures are determined for minimising waste
		1.6	Procedures are identified for maximising energy efficiency while completing the job
2	Set up machines with holding devices	2.1	Lathe speed is selected in accordance with job requirements, safety considerations and manufacturer recommendations
		2.2	Holding devices are mounted in accordance with job requirements and safety considerations
		2.3	Necessary gauges and tools are selected for job
3	Operate lathe	3.1	Lathe start-up instructions are carried out in accordance with manufacturer instructions
		3.2	Material is mounted in lathe in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures
		3.3	Lathe is operated in accordance with its designed capacity, purpose and to manufacturer recommendations
		3.4	Lathe operation is monitored to ensure produce quality and output
		3.5	Waste quantities are checked and minimised
		3.6	Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures
		3.7	Problems with the required work and/or operation of the machine are identified and reported to the appropriate person
4	Clean up work area and maintain equipment	4.1	Materials that can be re-used are collected and stored
		4.2	Waste and scraps are removed following workplace procedures
		4.3	Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures
		4.4	Unserviceable equipment is tagged and faults identified in accordance with workplace procedures

- 4.5 Operator maintenance is completed in accordance with manufacturer specifications and workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
 - customers or suppliers may be internal or external
- Instructions include:**
- workplace procedures relating to the use and operation of tools and equipment
 - production planning figures
 - workplace instructions:
 - job sheets
 - plans
 - specifications
 - drawings and designs
 - workplace procedures relating to reporting and communications

- manufacturer instructions for the use of equipment and materials
- Procedures include:**
 - drawing articles from plans or samples
 - manufacturing pencil and scratch gauges
 - freehand grinding of tools
 - set-up and operation of the lathe to produce turned components
- Holding devices include:**
 - faceplates
 - scroll checks
 - function checks
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - work procedures/instructions
 - manufacturer specifications and instructions
 - standard forms of workplace process and procedures
 - organisation work specifications and requirements
 - legislation, regulations and codes of practice
 - quality and Australian Standards and procedures
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Unit Mapping Information

Supersedes and is equivalent to LMFFDT4017A Set up and operate a wood turning lathe to produce off-centre work

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4014 Set up and operate a wood-turning lathe to produce off-centre work

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up and maintain holding devices, safe speed selection and balance limitations to complete:
 - freehand turn articles between centres that have multiple axis
 - a minimum of eight (8) hand turned articles to detail between centres
 - manufacture of templates and gauges
 - scroll cut material prior to turning
 - a minimum of four (4) hand turned articles to detail with grain at 90° to the axis of the lathe
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to wood-turning

- Terminology covering wood-turning operations and materials
- Types, characteristics, used and limitations of timber species for wood-turning
- Techniques for the design and documentation of specifications for wood-turned products
- Organisational and site standards, requirements, policies and procedures for turning of wood
- Types, characteristics, uses, limitations and maintenance requirements of the range of tools used in wood-turning
- Processes for evaluating the quality of wood-turning tools in terms of specifications, safety, maintainability and commercial reputation
- Range of commonly used wood-turning techniques
- Established communication channels and protocols
- Relevant lathe and wood-turning problem identification and resolution
- Workplace safety requirements and WHS legislation
- Work flow within the workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to significant wood turning requirements, including design brief or specification, a range of optional timbers, a range of quality wood turning tools, materials and specifications for the preparation of the product for finishing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT4015 Produce templates and jigs for custom-made furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing templates and jigs for custom-made furniture in a wide variety of fine woods operations. It involves application of skills and knowledge at a craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to producing templates and jigs for custom-made furniture
		1.2	Instructions, plans or design briefs are read and interpreted to identify processes and materials required to complete work tasks
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.4	Sequence of work is planned and documented, including

			the starting point, to ensure efficiency and quality outcomes
		1.5	Quality checking procedures are developed and documented for each step in the process
2	Plan for the production of templates or patterns	2.1	Size requirements are checked in relation to the production process and finishing capacity of the workplace
		2.2	Material for pattern or template is identified for approximate size and characteristics
		2.3	Procedures for using pattern development instruments and tools are checked and equipment is prepared for use
		2.4	Each dimension is measured, exploded and plotted maintaining appropriate angles, arcs and curves
		2.5	Visual inspection and measurements are used to compare pattern dimensions and shapes with drawings and specifications
3	Complete templates or patterns	3.1	Equipment and tools are used following normal workplace procedures
		3.2	Pattern or template is completed ensuring that the pattern indicates completion date and original drawing details
		3.3	Required workplace approval of pattern or template is obtained
		3.4	Plans are marked with notations for workplace requirements, including authorship, process or customer requirements, authorisation and any review dates
		3.5	Plans are copied and filed, as required, according to workplace policies and procedures
4	Design and construct jig for custom-made furniture	4.1	Design of proposed jig or fixture is produced
		4.2	Production process incorporating jig is planned
		4.3	Tools and equipment are used following normal workplace procedures
		4.4	Jig is constructed in accordance with design and within tolerances

		4.5	Jig is used to produce prototype to ascertain its adherence to set tolerances and to assess its match to original design
		4.6	Jig is adjusted as required to meet requirements for custom-made furniture design
5	Complete housekeeping	5.1	Unused materials are stored or recycled as required
		5.2	Tools and equipment are cleaned, maintained and stored appropriately
		5.3	Faulty or defective equipment is tagged and reported in accordance with workplace practices
		5.4	Work area is cleaned and rubbish disposed of appropriately
		5.5	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

Instructions include:	<ul style="list-style-type: none">• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external• workplace procedures relating to the use and operation of tools and equipment• production planning figures• workplace instructions, including:<ul style="list-style-type: none">• job sheets• plans• specifications• drawings and designs• workplace procedures relating to reporting and communications• manufacturer instructions for the use of equipment and materials
Tools and equipment include:	<ul style="list-style-type: none">• computer numerically controlled (CNC) machines• static woodworking machines• relevant hand tools• routers• spindle moulders• panel saws• copy shapers• radial arm saws
Materials include:	<ul style="list-style-type: none">• manufactured board• solid timbers• composite materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT4018A Produce templates and jigs for custom made furniture

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT4015 Produce templates and jigs for custom-made furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare a minimum of two (2) templates and two (2) jigs for custom-made furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the production of templates and jigs
- Organisational and site standards, requirements, policies and procedures for the production of templates and jigs
- Types, characteristics, uses and limitations of templates and jigs
- Techniques for the manufacture and application of templates and jigs
- The interpretation of plan representation of furniture design
- The preparation of drawings/set-outs

- Types, characteristics, uses and limitations of tools and equipment and procedures for their safe use, operation and maintenance
- Work flow in relation to furniture production
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic tasks, equipment, materials and specifications for the production of jigs and templates for custom-made furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5001 Apply ergonomics, anthropometrics and proxemic considerations to a product

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying ergonomic, anthropometric and proxemic considerations to a product with integral design elements and principles based on a given design brief in an industry workplace or design studio environment. It involves application of skills and knowledge at a paraprofessional level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for application	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to applying ergonomics, anthropometrics and proxemic considerations to a product are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Client requirements and desires are reviewed, confirmed and clarified

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|---|---|--|
| | 1.4 | Communication with others is established and maintained |
| | 1.5 | Problems or underlying factors to be addressed by the design brief are verified |
| | 1.6 | Elements of design are diagnosed for the intended design brief |
| | 1.7 | Principles of design are diagnosed for the intended design brief |
| 2 | Apply ergonomics, anthropometrics and proxemics | |
| | 2.1 | Concepts for the proposed solution to the design brief are reviewed for ergonomic, anthropometric and proxemic considerations |
| | 2.2 | Human body functions are assessed in the context of solutions for possible problems in supporting bodies of all shapes and sizes |
| | 2.3 | Ergonomic factors of a design are interrogated and refined |
| | 2.4 | Anthropometric factors of a design are interrogated and refined |
| | 2.5 | Proxemic considerations of a design are interrogated and reviewed |
| | 2.6 | Sample maquette and prototype are reviewed in accordance with ergonomics, anthropometrics and proxemics |
| | 2.7 | Different solutions to satisfy the requirements of the design brief are explored and reviewed |
| | 2.8 | Final working drawings in full scale are developed to test the ergonomic values of a design |
| | 2.9 | Specifications are reviewed and compiled in readiness for production |
| | 2.10 | Concept is planned for manufacture taking into account available equipment, resources, production sequences, schedules and timelines |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|---------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Appropriate personnel include: | <ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers |

Clients include:

- suppliers
- manufacturers
- private clients
- colleagues
- retailers
- the public

Principles of design include:

- balance
- proportion (symmetry and asymmetry)
- harmony
- contrast
- pattern
- movement
- rhythm
- unity
- style
- focus
- scale
- dominant
- sub-dominant
- subordinate relationship
- emphasis
- proximity
- alignment
- space
- anthropometry
- ergonomics
- arrangement
- workload materials handling capacity
- skills available
- equipment capabilities
- aesthetic relations
- tension
- development methods

Concepts include:

- ideas generated to respond to the design brief through both ideation drawings or sketching and written explanation

Ergonomics include:

- the study of the efficiency of persons in their working environment

Anthropometrics include:

- the scientific study of the measurements of the human body

Proxemics include:

- the study of socially conditioned spatial factors in ordinary human relations

Maquette includes:	<ul style="list-style-type: none">• a miniature version of the intended final product to establish if the elements and principles of design have been achieved
Prototypes include:	<ul style="list-style-type: none">• a full size replica of the intended product outcome based on concept sketches and freehand development drawings, produced from stiff cardboard, scrap timber or moulding clay
Working drawings include:	<ul style="list-style-type: none">• drafted technical drawings or drawings produced on computer using computer-aided design (CAD) software packages
Specifications include:	<ul style="list-style-type: none">• the measurements and procedures by which a product is constructed, and materials to be utilised
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps entail working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5001A Apply ergonomics, anthropometrics and proxemic considerations to a product

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5001 Apply ergonomics, anthropometrics and proxemic considerations to a product

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply ergonomics, anthropometrics and proxemic considerations to enhance a product for a design brief
- Apply design elements and principles to the application of ergonomics, anthropometrics and proxemic considerations to a product
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for applying ergonomics, anthropometrics and proxemic considerations to a product
- Organisational and site standards, requirements, policies and procedures for applying ergonomics, anthropometrics and proxemic considerations to a product
- Elements and principles of design

- Ergonomics, anthropometrics, proxemics and aesthetic values
- Human body functions
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Relevant computer programs
- Product machining, assembly and finishing techniques
- Sketching and drawing
- Storage systems and labelling
- Australian Standards for product design
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to applying ergonomics, anthropometrics and proxemic considerations to a product and specifications

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5002 Assess and resolve technical integrity of a design

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing and resolving technical integrity of a design for a product using fundamental design elements and principles in an industry workplace or design studio environment. It involves application of skills and knowledge at a paraprofessional level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for assessment	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to assessing and resolving technical integrity of a design are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others is established and maintained
		1.4	Problems or underlying factors being addressed by the design brief are verified

- | | | | |
|---|-----------------------------|-----|--|
| | | 1.5 | Client requirements and desires are reviewed, confirmed and clarified |
| | | 1.6 | Elements of design are assessed for the intended outcome |
| | | 1.7 | Principles of design are assessed for the intended outcome |
| 2 | Assess technical integrity | 2.1 | Requirements of the brief are prioritised and assessed for conflicts |
| | | 2.2 | Integrity of a design is tested for structural and ergonomic compliance |
| | | 2.3 | Mechanical strength and stress points of a design are evaluated and reported |
| | | 2.4 | Success and failure points of a design are analysed and reviewed |
| | | 2.5 | Distinctive and strong points of a design are highlighted and recorded |
| | | 2.6 | Level of innovation and technical merit of a design is assessed and recorded |
| 3 | Resolve technical integrity | 3.1 | Most suitable materials, equipment and manufacturing processes to resolve the technical faults of a brief are assessed to comply with the requirements |
| | | 3.2 | Alternative design solutions for a technical failure are researched and instigated |
| | | 3.3 | Restoration of existing designs are considered and acted upon for viable cases |
| | | 3.4 | Final documentation outlining the full analysis of the design brief is compiled and produced as a report |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Appropriate personnel include: | <ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers |

Clients include:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement• workload materials handling capacity• skills available• equipment capabilities• aesthetic relations• tension• development methods
Structural includes:	<ul style="list-style-type: none">• construction methods for all or parts of a designed product which are not intended to fail under regular and continual use

Ergonomics include:	<ul style="list-style-type: none">• the study of the efficiency of persons in their working environment
Mechanical strength includes:	<ul style="list-style-type: none">• the strength of parts or joints under the pressure of operation in general usage situations
Materials include:	<ul style="list-style-type: none">• timber (native and imported)• man-made timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Equipment includes:	<ul style="list-style-type: none">• hand tools• static machinery• portable power tools and computer numerically controlled (CNC) equipment• and also includes procedures for lock out protecting operators and co-workers from accidental injury by isolating the machine from the power source
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps usually entail working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5003A Assess and resolve technical integrity of a design

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5002 Assess and resolve technical integrity of a design

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply design elements and principles to assess and resolve technical integrity of a design, working through the design process, assessing the requirements and recording the intended resolution
- Produce a report on the intended resolution as a result of assessing and resolving technical integrity of a design
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to assessing and resolving technical integrity of a design
- organisational and site standards, requirements, policies and procedures for assessing and resolving technical integrity of a design
- Environmental protection requirements

- Established communication channels and protocols
- Relevant design integrity problem identification and resolution
- Elements and principles of design
- Technical integrity of design
- Ergonomics and aesthetic values
- Types of tools, equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Product assembly techniques and equipment capabilities
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to assessing and resolving technical integrity of a design.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5003 Develop self as a furniture designer

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers developing self as a furniture designer technically, professionally and artistically through research and reflection.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Critically analyse and evaluate products and images for visual aesthetics	1.1	Qualities of three-dimensional (3-D) principles and elements of design are identified and reviewed from reference material
		1.2	Products and images are evaluated for 3-D elements and principles and recorded in accordance with enterprise practice
		1.3	Cultural and psychological factors of visual appeal are identified from reference documents and recorded in accordance with enterprise practice and requirements
		1.4	Products and images are assessed for cultural and psychological factors influencing their aesthetic appeal

2	Use a visual language in own work	2.1	Own work is documented and collated
		2.2	Works are analysed for contemporary visual aesthetic design elements and principles
		2.3	Visual language is developed within own work
		2.4	Visual language in own work is recognised and recorded in accordance with enterprise practice
3	Critically analyse social and ethical issues in contemporary society affecting furniture design	3.1	Details of social and ethical issues in contemporary society which may impact on the furniture are identified and documented in accordance with enterprise practice
		3.2	Issues are analysed against the practice of furniture design and conclusions are recorded in accordance with enterprise practice
		3.3	Conclusions are used to influence new design developments
4	Recognise historical context of furniture products	4.1	Details of furniture from historical periods are identified from reference materials and existing examples and recorded in accordance with enterprise practice
		4.2	Historical design elements and details are identified in own design proposals and product
		4.3	Contemporary design elements are assessed against details of historical periods and recorded in accordance with enterprise practice
5	Critically analyse and recognise the impact of art and design movements on the development of products	5.1	Dominant ideas and details of art and design movements are identified from reference material or product examples
		5.2	Product proposals are assessed for visual attributes and results are recorded in accordance with enterprise practice
		5.3	Design attributes are compared with the dominant ideas and details of art and design movements and results recorded in accordance with enterprise practice
6	Identify technical skill needs to improve own practice of	6.1	Details of current design skills are identified and documented
		6.2	Needs analysis for improvement of own design practice is undertaken

designing products	6.3	Details of technical skills required to improve are documented
	6.4	Training opportunities for required technical skills are identified and documented
7 Establish networks with other furniture designers, makers and other design professionals	7.1	Career relationships with other design professionals are mapped
	7.2	New areas of network possibilities are identified and documented
	7.3	New network contacts are established with other furniture design professionals

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving

Principles and elements

- point

of design include:

- line
- plane
- volume
- shape
- form
- tone
- colour
- surface
- texture
- scale
- size
- vertex
- edge
- face
- position
- direction
- space
- balance
- movement
- proportion
- rhythm
- repetition
- pattern
- relief
- mass
- movement

Visual language includes:

- the visual traits in work and proposals which communicate clearly information needed

Social and ethical issues include:

- social justice
- environmental sustainability
- biodiversity
- cultural heritage
- social responsibility of furniture makers

Historical art and design periods and movements include:

- historical periods of furniture styles from Egyptian to deconstructivism
- design schools and groups from the 20th and 21st Centuries

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice

- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5004A Develop self as a furniture designer

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5003 Develop self as a furniture designer

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing
- Report on design principles and elements for at least three (3) other furniture designer's product and produce a documented portfolio of own work
- Identify visual language in own work and further develop this through subsequent projects
- Document ethical issues in design, manufacture and society in accordance with enterprise practice
- Identify and document art and design movements, elements and historical context in own product
- Identify and document personal skill needs, including:
 - conducting and documenting a needs analysis on required design skills
 - preparing and producing a training plan and career map
 - establishing and maintaining networks with other professionals
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Art and design movements
- Elements and principles of design
- Furniture historical periods
- Cultural factors on aesthetic appeal
- Psychological factors on aesthetic appeal
- Critical analysis techniques
- Contemporary techniques and technologies for preparation and presentation of design information
- Established communication channels and protocols
- Personal needs identification

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to specific information covering aesthetic appeal, historical context, art and design movements, details of enterprise practice and the technical skills needs of contemporary furniture makers.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5004 Construct custom furniture using advanced techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing original and unique custom furniture using or adapting traditional and innovative construction techniques. It includes interpreting and adapting design specifications that are compatible with the product material, purpose and style of the furniture and involves application of skills and knowledge at a highly skilled artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
 - customers or suppliers may be internal or external
- Instructions include:**
- workplace procedures relating to the use and operation of tools and equipment
 - production planning figures
 - workplace instructions:
 - job sheets
 - set-outs
 - plans
 - specifications
 - drawings and designs
 - workplace procedures relating to reporting and communications
 - manufacturer instructions for the use of equipment and materials
- Shaping, bending and forming techniques include:**
- steam/heat bending
 - curfing
 - pressure bending
 - shaping by hand or static machine
- Shaped components include:**
- timber shaped by hand or static machine tools
- Cutting and shaping tools and equipment include:**
- measuring tapes and rules
 - hammers
 - mallets
 - squares
 - bevels
 - chisels
 - planes

- hand saws
- power saws
- power drills/screwdrivers
- pneumatic tools
- clamps
- screwdrivers
- pincers
- rasps
- surface planers
- panel planers
- belt sanders
- horizontal borers
- vertical drill presses
- table saws
- dove-tailers
- pedestal grinders
- wood turning lathes
- veneer guillotines
- presses

Materials include:

- timber
- glass
- metal
- manufactured board
- furniture hardware
- adhesives
- screws
- nails
- dowels
- decorative finishes
- finishing material

Veneering tools and equipment include:

- knives
- chisels
- measuring tapes or rules
- mallets
- squares
- levels
- planes
- band saws
- power saws
- pneumatic tools
- vacuum bags and presses
- clamps

	<ul style="list-style-type: none">• moulds• jigs and fixtures• rollers• laminate trimmers• cutters and hand routers• sandpaper• wire wool• sanding block
Veneered components include:	<ul style="list-style-type: none">• thin slices of wood, usually thinner than 3 mm (1/8"), which is usually glued onto a substrate
Veneer materials include:	<ul style="list-style-type: none">• timber• manufactured board• laminates• timber strips• adhesives• cleaning materials• tapes
Joints and variations of joints for custom furniture include:	<ul style="list-style-type: none">• dowel• mortise and tenon• dovetail• lap joint• biscuit joint• finger joint• housing joint• mitre• bridle joints
Jointing tools and equipment include:	<ul style="list-style-type: none">• chisels• mallets• mortise gauges• vernier callipers• vices• dovetail saws• tenon saws• coping saws• planes• files• hand drills• power drills• dowel jigs• power routers• jigs and fixtures

	<ul style="list-style-type: none">• portable biscuit machines• power saws
Jointing materials include:	<ul style="list-style-type: none">• timber (both indigenous and overseas)• adhesives• fasteners
Sub-assembly includes:	<ul style="list-style-type: none">• part-constructions of the main assembly needed to allow for gluing and clamping of internal and intricate parts of the furniture item
Assembly materials include:	<ul style="list-style-type: none">• timber (both indigenous and overseas)• adhesives• screws• dowels• furniture hardware• glass• decorative finishes
Assembly tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rules• hammers• mallets• squares• clamps• presses
Furniture surface preparation includes:	<ul style="list-style-type: none">• sanding by hand or power sander• scraping• planing• other smoothing techniques• and is to take account of the fact that the wood's colour may be changed by staining, bleaching, painting, ammonia fuming and/or a number of other techniques
Surface filling includes:	<ul style="list-style-type: none">• using wood plugs or other fillers
Finishing processes and materials include:	<ul style="list-style-type: none">• waxing• shellacking• nitrocellulose lacquering• conversion lacquering• linseed oiling• tung oiling• alkyd varnishing• polyurethane varnishing• water-based polyurethane and/or oil-varnish mixes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5005A Construct custom furniture using advanced techniques

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5004 Construct custom furniture using advanced techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete all aspects of the construction and finishing of two (2) furniture items requiring advanced construction techniques and satisfying high-quality custom-made furniture standards and expectations in terms of innovation, complexity, tolerance and fit of components and quality
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to moisture suppressants and barrier systems
- Organisational, workshop and site standards, requirements, policies and procedures for the construction of custom furniture
- Types of tools and equipment used in construction and procedures for their safe use, operation and maintenance

- Work flow techniques appropriate for the management of the construction work/project
- Presentation and interpretation of plan representation of a furniture design
- Techniques for timber bending, forming and shaping
- Techniques for the preparation of drawings/set-outs/rods and geometrical concepts
- Types, characteristics, uses and limitations of materials
- Techniques for the manufacture and application of veneers
- Techniques for assembly, fixing and finishing of custom furniture components
- Types, characteristics, uses, limitations and safety requirements of adhesives, fasteners and hardware used in custom furniture assembly
- Matching requirements of adhesives and fasteners to timbers/materials used
- Finishing techniques
- Characteristics, properties and selection criteria of finishing materials
- Finishing characteristics and properties of timber being used
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to an agreed unique and innovative furniture construction requirement/project, appropriate materials, tools, equipment and specifications relevant to constructing custom furniture.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5005 Design a batch or limited production item of furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying the qualities of a batched or limited production furniture item and the design of a contemporary furniture product for a client or retail outlet that requires batch or limited production methodology in a wide variety of furniture making operations. It includes details and fittings being produced with jigs and fixtures to allow for further batches to be made.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify and analyse qualities and properties of batched or limited production furniture items	1.1	Applicable work health and safety (WHS), legislative and enterprise requirements relevant to the design of batch or limited production items of furniture are verified and complied with
		1.2	Details of the qualities and properties of batch produced furniture making methods are identified
		1.3	Features of limited production methods are identified
		1.4	Resource and equipment implications for batch and

			limited production methods are assessed
2	Research product needs	2.1	All external parameters affecting the design of the contemporary furniture product are obtained from the client or from information sources
		2.2	Client or market needs for contemporary product are obtained and recorded
		2.3	Inspirational information is collected from relevant sources
		2.4	Visual needs of the product are identified and documented
		2.5	Ethical considerations are obtained, reviewed and documented
		2.6	Product needs are prioritised and recorded in accordance with enterprise practice
3	Prepare the design brief	3.1	Product needs and external parameters and factors are reviewed and clarified with the client or retail customers
		3.2	Report on product needs is produced, including design opportunities
		3.3	Feedback from the client or customer is gained and recorded
		3.4	Details of changes are negotiated with the client or customer and recorded
		3.5	Outcomes of design process are clarified and agreed to with the client or customer
		3.6	Design brief is prepared and documented, including budget, timelines, production needs and methods
4	Generate ideas in response to design brief	4.1	All relevant information on product and client needs are analysed and integrated into generation of ideas using lateral thinking methods
		4.2	Ideas are visually presented
		4.3	Ideas are matured through review and re-working
		4.4	New ideas are generated from initial ideas
		4.5	Final ideas are visually presented

5	Evaluate and develop design proposals	5.1	Each design idea is evaluated against design brief and requirements for batch or limited production manufacture
		5.2	Design proposals are scored against weighted assessment criteria and results recorded
		5.3	Feasible high scoring design proposals are selected for further development
		5.4	Design proposals are completed in response to evaluation feedback
6	Present product proposals to client	6.1	Product proposals are prepared for presentation to client
		6.2	Presentation arrangements are made, checked and confirmed
		6.3	Design proposals are presented to the client
		6.4	Client feedback is gained, analysed and confirmed
		6.5	Design proposals are completed with consideration to client feedback
7	Produce final product proposal information ready for making	7.1	Construction details are finalised and documented
		7.2	Visual aspects of product proposal are documented
		7.3	Part details are documented
		7.4	Manufacturing methods are documented
		7.5	Details are recorded in accordance with enterprise practice

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Inspirational information includes: | <ul style="list-style-type: none">• catalogues• brochures• magazines• existing products• reference books• other existing enterprise design information• transferable technological ideas or concepts• natural or man-made structures and objects |
| Visual needs of the product include: | <ul style="list-style-type: none">• point• line• plane• volume• shape• form• tone• colour• surface• texture• scale• size• vertex• edge• face• position |

	<ul style="list-style-type: none">• direction• space• balance• movement• proportion• rhythm• repetition• pattern• relief• mass• movement
Ethical considerations include:	<ul style="list-style-type: none">• social justice• environmental sustainability• biodiversity• cultural heritage• social responsibility of furniture makers
Lateral thinking methods include:	<ul style="list-style-type: none">• suspending belief• looking for gaps of need alternatives• daydreaming• creative leaping• filaments• brainstorming• six thinking hats• asking questions of norms and beliefs
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5007A Design a batch or limited production item of furniture

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5005 Design a batch or limited production item of furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify the limitations and opportunities of batch and limited production design work for contemporary furniture products and develop and present final proposals for batch and limited production furniture items to meet a design brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the design of furniture products
- Ideas generation and conceptual development techniques
- Historical furniture styles and movements
- Contemporary furniture styles and movements
- Furniture design methodology
- Current ethical issues in society affecting furniture makers
- Ergonomic and anthropometric standards
- Environmental issues in making a furnishing product

- Visual aesthetics of furnishing products
- Current market segment products
- Batch production techniques for product types
- Production methodologies of furniture makers
- Physical needs of product type
- Materials and finishes used to produce furnishing products
- Making techniques for product types
- Costing techniques including overhead components
- Options and technologies for presenting visual information
- Established communication channels and protocols
- Relevant production problem identification and resolution methods
- Relevant document control methods.

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic product need, specific information covering client needs, batch production capabilities, details of the product requirements and options.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5006 Design a furniture product using high volume technology services (HVTS) in production

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying qualities of high volume technology production and designing a furniture product which utilises this technology to produce details and components for the design. It applies to a custom furniture business and/or design support environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify and analyse qualities and properties of HVTS	1.1	Applicable work health and safety (WHS), legislative and enterprise requirements relevant to the design of furniture product using HVTS are verified and complied with
		1.2	Details of types of HVTS production methods are identified and documented
		1.3	Details of qualities and properties of HVTS are analysed and reviewed for suitability for furniture products
		1.4	Features of HVTS production methods are identified

		1.5	Resource and equipment implications for HVTS production methods are assessed
2	Research product needs	2.1	All external parameters affecting the design of the furniture product are obtained from the client or from information sources
		2.2	Client needs for product are obtained and recorded
		2.3	Inspirational information is collected from relevant sources
		2.4	Visual needs of the product are identified and documented
		2.5	Ethical considerations are obtained, reviewed and documented
		2.6	Product needs are prioritised and recorded in accordance with enterprise practice
3	Prepare the design brief	3.1	Product needs and external parameters and factors are reviewed and clarified with the client
		3.2	Report on product needs is produced, including HVTS opportunities
		3.3	Feedback from the client is recorded
		3.4	Details of changes are negotiated with client and recorded
		3.5	Outcomes of design process are clarified and agreed to with client
		3.6	Design brief is prepared and documented, including budget, timelines, production needs and methods
4	Generate ideas in response to design brief	4.1	All relevant information on product need and client needs are analysed and absorbed
		4.2	Ideas are generated from information provided using lateral thinking methods
		4.3	Ideas are visually presented
		4.4	Ideas are matured through review and re-working
		4.5	New ideas are generated from initial ideas

		4.6	Final ideas are visually presented
5	Evaluate and develop design proposals	5.1	Each design idea is evaluated against design brief and requirements for HVTS production
		5.2	Design proposals are scored against weighted assessment criteria and results recorded
		5.3	Feasible high scoring design proposals are selected for further development
		5.4	Design proposals are completed in response to evaluation feedback
6	Present product proposals to client	6.1	Product proposals are prepared for presentation to client
		6.2	Presentation arrangements are made, checked and confirmed
		6.3	Design proposals are presented to the client
		6.4	Client feedback is gained, analysed and confirmed
		6.5	Design proposals are completed with consideration to client feedback
7	Produce final product proposal information ready for making	7.1	Construction details are finalised and documented
		7.2	Visual aspects of product proposal are documented
		7.3	Part details are documented
		7.4	Manufacturing methods are documented
		7.5	Details are recorded in accordance with enterprise practice

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| HVTS include: | <ul style="list-style-type: none">• laser cutting• machine point to point cutting• water jet cutting• plasma cutting• stereolithography (SLA) and computer numerically controlled (CNC) machining |
| Inspirational information includes: | <ul style="list-style-type: none">• catalogues• brochures• magazines• existing products• reference books• other existing enterprise design information• transferable technological ideas or concepts• natural or man-made structures and objects |
| Visual needs of the product include: | <ul style="list-style-type: none">• point• line• plane• volume• shape• form• tone• colour• surface• texture |

- scale
- size
- vertex
- edge
- face
- position
- direction
- space
- balance
- movement
- proportion
- rhythm
- repetition
- pattern
- relief
- mass
- movement

**Ethical considerations
include:**

- social justice
- environmental sustainability
- biodiversity
- cultural heritage
- social responsibility of furniture makers

**Lateral thinking methods
include:**

- suspending belief
- looking for gaps of need alternatives
- daydreaming
- creative leaping
- filaments
- brainstorming
- six thinking hats
- asking questions of norms and beliefs

**Information and
procedures include:**

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5008A Design a furniture product using high volume technology services (HVTS) in production

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5006 Design a furniture product using high volume technology services (HVTs) in production

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify the features of HVTs and required specifications when designing a furniture product
- Document and communicate three (3) product proposals, including:
 - customer requirements
 - aesthetics
 - materials and construction
 - costing calculations for products, materials and finishes
 - HVTs components
- Document the product needs analysis and evaluate product proposals
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the design of a furniture product
- Ideas generation and conceptual development techniques
- Historical furniture styles and movements
- Contemporary furniture styles and movements
- Furniture design methodology
- Current ethical issues in society affecting furniture makers
- Ergonomic and anthropometric standards
- Environmental issues in making a furnishing product
- Visual aesthetics of furnishing products
- Current market segment products
- HVTs production methods
- Production methodologies of furniture makers
- Physical needs of product type
- Materials used to produce furnishing products
- Furniture materials and finishes
- Making techniques for product types
- Costing techniques, including overhead components
- Options and technologies for presenting visual information
- Established communication channels and protocols
- Relevant production problem identification and resolution methods
- Relevant document control methods

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.

- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic product need, specific information product type needs, specifications and client instructions, details of the product requirements and options.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5007 Design a one-off item of furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying the qualities of a one-off designed furniture item and designing a furniture product for a client or for exhibition based on those qualities. It can apply to a custom furniture business and/or design support environment and can include custom-made details and fittings in the construction of the product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and analyse qualities and properties of one-off made furniture items	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the design of one-off furniture items are verified and complied with
		1.2	Details of the qualities and properties of one-off made furniture methods are identified, reviewed and documented
		1.3	Details are recorded in accordance with enterprise practice
2	Prepare design brief	2.1	Product needs and external parameters and factors are reviewed and clarified with the client

- | | | | |
|---|--|-----|--|
| | | 2.2 | Report on product needs is produced, including design opportunities |
| | | 2.3 | Feedback from the client is recorded |
| | | 2.4 | Details of changes are negotiated with client and recorded |
| | | 2.5 | Outcomes of design process are clarified and agreed to with client |
| | | 2.6 | Design brief is prepared and documented, including budget, timelines, production needs and methods |
| 3 | Generate ideas in response to design brief | 3.1 | All relevant information on produce need and client needs are analysed and absorbed |
| | | 3.2 | Ideas are generated from information provided using lateral thinking methods |
| | | 3.3 | Ideas are visually presented |
| | | 3.4 | Ideas are matured through review and re-working |
| | | 3.5 | New ideas are generated from initial ideas |
| | | 3.6 | Final ideas are visually presented |
| 4 | Evaluate and develop design proposals | 4.1 | Each design idea is evaluated against prioritised product and client needs and recommendation recorded |
| | | 4.2 | Design proposals are scored against weighted assessment criteria and results recorded |
| | | 4.3 | Feasible high scoring design proposals are selected for further development |
| | | 4.4 | Design proposals are developed in response to evaluation feedback |
| 5 | Present product proposals to client | 5.1 | Product proposals are prepared for presentation to client |
| | | 5.2 | Presentation arrangements are made, checked and confirmed |
| | | 5.3 | Design proposals are presented to the client |
| | | 5.4 | Client feedback is gained, analysed and confirmed |
| | | 5.5 | Design proposals are completed with consideration to |

			client feedback
6	Produce final product proposal information ready for making	6.1	Construction details are finalised and documented
		6.2	Visual aspects of product proposal are documented
		6.3	Part details are documented
		6.4	Manufacturing methods are documented
		6.5	Details are recorded in accordance with enterprise practice

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
- customers or suppliers may be internal or external

Inspirational information includes:

- catalogues
- brochures

Visual needs of the product include:

- magazines
- existing products
- reference books
- other existing enterprise design information
- transferable technological ideas or concepts
- natural or man-made structures and objects
- point
- line
- plane
- volume
- shape
- form
- tone
- colour
- surface
- texture
- scale
- size
- vertex
- edge
- face
- position
- direction
- space
- balance
- movement
- proportion
- rhythm
- repetition
- pattern
- relief
- mass
- movement

Ethical considerations include:

- social justice
- environmental sustainability
- biodiversity
- cultural heritage
- social responsibility of furniture makers

Lateral thinking methods include:

- suspending belief
- looking for gaps of need alternatives
- daydreaming
- creative leaping

Information and procedures include:

- filaments
- brainstorming
- six thinking hats
- asking questions of norms and beliefs
- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5009A Design a one-off item of furniture

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5007 Design a one-off item of furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify the limitations and opportunities of one-off design for furniture product and produce and communicate three (3) product proposals, including:
 - customer requirements
 - aesthetics
 - materials and construction
 - costing calculations for products
 - materials and finishes
- Document the product needs analysis, visual references, physical constraints and the evaluation of initial product proposals
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the design of furniture maker product
- Ideas generation and conceptual development techniques

- Historical furniture styles and movements
- Contemporary furniture styles and movements
- Furniture design methodology
- Current ethical issues in society affecting furniture makers
- Ergonomic and anthropometric standards
- Environmental issues in making a furnishing product
- Visual aesthetics of furnishing products
- Current market segment products
- Production methodologies of furniture makers
- Physical needs of product type
- Materials used to produce furnishing products
- Furniture materials and finishes
- Making techniques for product types
- Costing techniques, including overhead components
- Options and technologies for presenting visual information
- Established communication channels and protocols
- Relevant design and production problem identification and resolution methods
- Relevant document control methods

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic product need, specific information covering client needs, manufacturing capabilities, details of the product requirements and options.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5008 Research and recommend alternative manufacturing processes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and recommending alternative manufacturing processes for various design solutions in accordance with the integral elements and principles of design. It applies to an industry workplace or design studio environment and involves application of skills and knowledge at a paraprofessional level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for alternative manufacturing research	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending alternative manufacturing processes are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others is established and maintained
		1.4	Client requirements and desires are reviewed, confirmed

			and clarified
2	Research alternative manufacturing processes	2.1	Aesthetic requirements of alternative manufacturing processes are assessed
		2.2	New manufacturing processes are researched and reported
		2.3	Costs of alternative manufacturing processes are assessed and compared
		2.4	Environmental impact of alternative manufacturing processes are assessed
		2.5	Hazards associated with alternative manufacturing processes are researched
		2.6	Quality of alternative manufacturing processes are assessed and reported
3	Recommend alternative manufacturing processes	3.1	Research information is critically analysed in the context of the design brief requirements
		3.2	Alternative manufacturing processes and their elements of design are promoted, research explained and evaluated for the client
		3.3	Alternative manufacturing processes and their principles of design are promoted, research explained and evaluated for the client
		3.4	Presentation of research information is made highlighting the findings and rationale for the alternative manufacturing processes chosen

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external
Design brief includes:	<ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function
Appropriate personnel include:	<ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers
Clients include:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Aesthetics include:	<ul style="list-style-type: none">• the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Alternative	<ul style="list-style-type: none">• the various methods by which the product can be produced,

manufacturing process include:	these steps entail working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Environmental impacts include:	<ul style="list-style-type: none">• how the use of alternative manufacturing processes effects the environment and how continued use will affect the surrounding environment• energy consumption• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the alternative manufacturing processes
Hazards include:	<ul style="list-style-type: none">• high-speed machinery• open cutting blades• threat from electric shock• materials handling incidents• toxic substances• gases
Critical analysis includes:	<ul style="list-style-type: none">• comparing• contrasting• reflecting• critiquing• considering merit• discussion• debate
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale

	<ul style="list-style-type: none">• dominant• sub-dominant• subordinate relationship• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement• workload materials handling capacity• skills available• equipment capabilities• aesthetic relations• tension• development methods
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5010A Research and recommend alternative manufacturing processes

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5008 Research and recommend alternative manufacturing processes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and recommend at least three (3) alternative manufacturing processes to assist with informing the design process and arrive at a solution which meets client requirements
- Apply design elements and principles to the research and recommendation of alternative manufacturing processes in accordance with the concepts and design brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to researching and recommending alternative manufacturing processes
- Organisational and site standards, requirements, policies and procedures for researching and recommending alternative manufacturing processes
- Environmental protection requirements
- Established communication channels and protocols

- Relevant production problem identification and resolution
- Elements and principles of design
- Aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Research techniques
- Alternative manufacturing processes
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment, specifications and work instructions relevant to researching and recommending alternative manufacturing processes.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5009 Research and recommend machine technology

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and recommending machine technology for various design solutions in accordance with the integral elements and principles of design. It applies to an industry workplace or design studio environment and involves application of skills and knowledge at a paraprofessional level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for machine technology research	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending machine technology are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others is established and maintained in accordance with WHS requirements
		1.4	Client requirements and desires are reviewed, confirmed and clarified

2	Research machine technology	2.1	Aesthetic requirements of the machine technology are assessed
		2.2	New machine technologies are researched and reported
		2.3	Manufacturing processes and available expertise for the desired material are assessed
		2.4	Capabilities and scope of machine technology is compared and evaluated
		2.5	Cost of machine technology is assessed and compared
		2.6	Environmental impact of machine technology are assessed
		2.7	Longevity and restorability of machine technology are researched
		2.8	Hazards associated with the use and application of machine technology are researched
		2.9	Quality of machine technology are assessed and reported
3	Recommend machine technology	3.1	Research information is critically analysed in the context of the design brief requirements
		3.2	Machine technology and the relationship to elements of design are promoted, research explained and evaluated for the client
		3.3	Machine technology and the relationship to principles of design are promoted, research explained and evaluated for the client
		3.4	Presentation of research information is made highlighting the findings and rationale for the machine technology chosen

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Design brief includes: | <ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function |
| Appropriate personnel include: | <ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers |
| Clients include: | <ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public |

Aesthetics include:	<ul style="list-style-type: none">• the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Machine technology includes:	<ul style="list-style-type: none">• traditional or contemporary finishing equipment• assembly equipment• static machinery• portable power tools• computer numerically controlled (CNC) equipment• and also includes procedures for lock out protecting operators and co-workers from accidental injury by isolating the machine from the power source
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps entail working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Environmental impacts include:	<ul style="list-style-type: none">• how the use of alternative manufacturing processes effects the environment and how continued use will affect the surrounding environment• energy consumption• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the alternative manufacturing processes
Longevity and restorability include:	<ul style="list-style-type: none">• an analysis of how long the machinery will remain operational with minimum downtime• how readily the machine can be repaired or replaced
Hazards include:	<ul style="list-style-type: none">• saw and cutter blades• heavy equipment• moving parts• burns• electric shock
Critical analysis includes:	<ul style="list-style-type: none">• comparing• contrasting• reflecting• critiquing• considering merit• discussion• debate
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture

Principles of design include:

- colour
- function
- balance
- proportion (symmetry and asymmetry)
- harmony
- contrast
- pattern
- movement
- rhythm
- unity
- style
- focus
- scale
- dominant
- sub-dominant
- subordinate relationship
- emphasis
- proximity
- alignment
- space
- anthropometry
- ergonomics
- arrangement
- workload materials handling capacity
- skills available
- equipment capabilities
- aesthetic relations
- tension
- development methods

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5011A Research and recommend machine technology

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5009 Research and recommend machine technology

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and recommend machine technology to assist with informing the design process and arrive at a solution which meets client requirements
- Apply design elements and principles to the research and recommendation of machine technology in accordance with the concepts and design brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to researching and recommending machine technology
- Organisational and site standards, requirements, policies and procedures for researching and recommending machine technology
- Environmental protection requirements
- Established communication channels and protocols

- Relevant machine problem identification and resolution
- Elements and principles of design
- Aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Research techniques
- Machine technology types and manufacturing processes
- CNC equipment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment, specifications and work instructions relevant to researching and recommending machine technology.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5010 Evaluate furniture design proposals and concepts

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers evaluating own designs and designs generated by others as proposals and concepts against set criteria established from original design briefs and enterprise objectives. It applies to a custom furniture business or design support environment and involves application of skills and knowledge at a paraprofessional level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish evaluation criteria for design	1.1	Applicable work health and safety (WHS), legislative and enterprise requirements relevant to the evaluation of design proposals and concepts are verified and complied with
		1.2	Original design brief is analysed to establish criteria to use in assessing design proposals and concepts
		1.3	Enterprise business objectives are reviewed to identify criteria to use in assessing designs
		1.4	Enterprise production capacity is identified and strengths and limitations incorporated into evaluation criteria

		1.5	Current industry design trends are researched and identified
		1.6	Workplace and industry standards in relation to design presentation are researched and identified
		1.7	Quality criteria that apply to design processes are researched and identified
		1.8	Criteria for assessment are identified and clarified with client and colleagues
		1.9	The weighting of each criteria for assessment is confirmed
		1.10	Details are recorded in accordance with enterprise practice
2	Evaluate design	2.1	Design is assessed to evaluate if it fits the intention of the design brief
		2.2	Form, function and style of the design are assessed and evaluated
		2.3	Environmental impact of the design is assessed and evaluated
		2.4	Cultural relevance of the design is analysed and evaluated
		2.5	Economic significance of the design is assessed and evaluated
		2.6	Design methodology is reviewed for adherence to the elements and principles of design
		2.7	Material choice appropriateness is analysed and evaluated
		2.8	Technical integrity of the design is assessed and evaluated
		2.9	The design is evaluated for consistency with current industry trends and influences
3	Evaluate design concepts for construction and production	3.1	Details of enterprise and related construction constraints are assessed
		3.2	Details of enterprise and subcontractor production

	suitability		constraints are identified and reviewed
		3.3	Production ability of the design is analysed and evaluated
		3.4	Equipment selection is assessed and evaluated
		3.5	Manufacturing process, assembly and finishing techniques selected for the design are reviewed and evaluated
		3.6	Design is evaluated against construction and production constraints
		3.7	Changes to design are recommended and recorded in accordance with enterprise practice
4	Determine and report on design suitability	4.1	Design is evaluated against each criteria
		4.2	Weighted assessment is used to make comparisons and rank components of design
		4.3	Recommendations are made for improvements to design in order to further address criteria
		4.4	Design suitability in meeting criteria is determined and documented with recommendations for improvements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external
Design brief includes:	<ul style="list-style-type: none">• the aims, objectives, milestones for the design project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function
Form includes:	<ul style="list-style-type: none">• proportion• aesthetics
Function includes:	<ul style="list-style-type: none">• ergonomics• practicality
Style includes:	<ul style="list-style-type: none">• traditional• contemporary• modern• functional• commercial• artistic
Environmental impacts include:	<ul style="list-style-type: none">• how the use of alternative manufacturing processes affects the environment and how continued use will affect the surrounding environment• energy consumption• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the alternative manufacturing processes
Cultural relevance includes:	<ul style="list-style-type: none">• demography• geography (local, regional and national)• religious• climatic

	<ul style="list-style-type: none">• societal• lifestyle• attitudinal• gratification• honour• living conditions• infrastructure• status• habitude
Economic significance includes:	<ul style="list-style-type: none">• the potential financial return which the product could return, including sales volume and profitability
Materials include:	<ul style="list-style-type: none">• timber (native and imported)• man-made timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Technical integrity includes:	<ul style="list-style-type: none">• the intended structural qualities and construction methods of a designed product
Construction constraints include:	<ul style="list-style-type: none">• the types of construction methods of joining parts and sub-assemblies together to make the structure and form of the product produced within the enterprise
Production constraints include:	<ul style="list-style-type: none">• the methods of producing the individual parts and sub-assemblies of a product dependent on the enterprise's machinery and skills and knowledge of their operators
Production ability includes:	<ul style="list-style-type: none">• how readily a design can be produced• the cost of producing it• the availability of equipment and skilled personnel
Equipment includes:	<ul style="list-style-type: none">• hand tools• static machinery• portable power tools• computer numerically controlled (CNC) equipment• and also includes procedures for lock out protecting operators and co-workers from accidental injury by isolating

Personal protective equipment includes:

- the machine from the power source
- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFDT5013A Evaluate furniture design proposals and concepts

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5010 Evaluate furniture design proposals and concepts

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Determine and document evaluation criteria clearly from an original design brief
- Assess and document an evaluation of product proposals or concepts against the agreed criteria to move forward in the design process
- Recommend design improvements for concepts, construction, production and final design presented
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the evaluation of furniture design proposals and concepts
- Furniture design methodology
- Furniture styles and movements
- Visual aesthetics of furnishing products

- Environmental and ethical issues in making a furnishing product
- Materials used to produce furnishing products
- Production methodologies of furniture makers
- Assessment and evaluation techniques
- Overhead components and costing techniques
- Contemporary techniques for collating and preparing visual information
- Established communication channels and protocols
- Relevant design and production problem identification and resolution
- Relevant document control methods

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic product proposals, specific information covering materials, constructions and production methods, design brief and client instructions with details of the product requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5011 Assess economic impact of a design

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing the economic impact of a design, and recording its marketability, volume potential and competition. It applies in an industry workplace or design studio environment and involves application of skills and knowledge at a managerial level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Research economic factors	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to assessing the economic impact of a design are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Communication with others is established and maintained in accordance with WHS requirements
		1.4	Market research fundamentals undertaken to assess the size and nature of a market are considered and analysed

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|---|--------------------------------------|------|---|
| | | 1.5 | Potential designed products sales volume of amount sold within a specified time period, expressed in monetary terms or in terms of the total amount of stock or products sold f are analysed and evaluated |
| | | 1.6 | Niche markets are discovered and analysed for cost-benefit analysis assigning monetary value to the costs and benefits (social, environmental and monetary) associated with a project for the purpose of selecting and evaluating project investment opportunities |
| 2 | Assess economic impact of the design | 2.1 | Production costs of a design are assessed and evaluated |
| | | 2.2 | Longitudinal statistical studies of a design that produces data gathered over a period of time are undertaken to explore potential success factors |
| | | 2.3 | Scale of production is estimated taking into account market analysis |
| | | 2.4 | Profit margins of the amount by which income exceeds expenditure, including the sale price minus the cost of production, distribution and marketing are analysed based on expected turnover

Full costing of product, including the price point of the cost for sale placed on a product which caters to a market segment based on production costs, overheads and profit margins in relation to demand, supply and volume of sales in the market and demand for the product is conducted |
| | | 2.5 | Competition in the market place with similar design solutions or products in that market segment are analysed and strategies reviewed |
| | | 2.6 | Availability of resources is assessed to ascertain what impact this will have on economic viability |
| | | 2.7 | Product lifecycle analysis is evaluated for economic significance |
| | | 2.8 | Long-term economic impact on the business, staff and associated suppliers is analysed and strategised |
| | | 2.9 | Intended manufacturing processes, including assembly and finishing, are assessed for their economic impact |
| | | 2.10 | Final documentation outlining the full analysis of the designs economic impact is compiled and produced as a |

report

2.11 Production costs of a design are assessed and evaluated

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Organisational

requirements 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
- WHS, emergency and evacuation requirements
- 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)

Design brief includes:

- the aims, objectives, milestones for the design project
- organisational or personal profiles
- target audience
- budget
- timeline
- consultation requirements
- colour requirements

	<ul style="list-style-type: none">• image requirements• function
Appropriate personnel include:	<ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers
Niche markets include:	<ul style="list-style-type: none">• a very specific market segment within a broader segment of the market that involves the provision of specialist products where relatively few or no competitors exist
Resources include:	<ul style="list-style-type: none">• materials• personnel• equipment• systems
Product lifecycle includes:	<ul style="list-style-type: none">• the evolution of a product from its raw source, through its inception, development, manufacture, completion and time as a completed product until potential renewal
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps entail working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Assembly methods include:	<ul style="list-style-type: none">• nailing• gluing• screwing• welding• pressing• sewing• bonding• jointing• other methods of connecting various materials
Finishing includes:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings

Unit Mapping Information

Supersedes and is equivalent to LMFFDT6001A Assess economic impact of a design

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5011 Assess economic impact of a design

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assess the economic impact of a design from inception through manufacture, including marketing, sales volume and competition impact, and recording of the impact study outcomes
- Research, contrast and compare a range of economic factors upon a design and interpret costing and financial documentation
- Produce a report on the economic impact study outcomes of a product
- Use mathematical ideas and techniques to correctly complete calculations for design assessment
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to assessing the economic impact of a design
- Organisational and site standards, requirements, policies and procedures for assessing the economic impact of a design
- Economic conditions and markets nationally and internationally
- Established communication channels and protocols
- Relevant problem identification and resolution

- Elements and principles of design
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of furniture materials, products, sources and defects
- Relevant computer programs
- Product assembly techniques and equipment capabilities
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to specifications, materials and equipment relevant to assessing the economic impact of a design.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5012 Design for mass production

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers designing products for mass production specifying equipment requirements and personnel capabilities, while also considering cost-effective opportunities and future planning considerations. It applies to mass production in an industry workplace or design studio environment and involves application of skills and knowledge at a managerial level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for design	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for mass production are verified and complied with
		1.2	Design brief is reviewed, confirmed and clarified with appropriate personnel
		1.3	Client requirements and desires are reviewed, confirmed and clarified
		1.4	Communication with others is established and maintained in accordance with WHS requirements

- | | | | |
|---|----------------------------|------|---|
| | | 1.5 | Problems or underlying factors to be addressed by the design brief are verified |
| | | 1.6 | Elements of design are diagnosed for the intended design brief |
| | | 1.7 | Principles of design are diagnosed for the intended design brief |
| | | 1.8 | Volumes of mass production runs are set, costed and relevance to the market evaluated |
| 2 | Design for mass production | 2.1 | Concepts for the proposed solution to the design brief are reviewed in accordance with mass production requirements |
| | | 2.2 | Different solutions to satisfy the requirements of the design brief are presented and reviewed |
| | | 2.3 | Sample maquette and prototype are reviewed in accordance with the concept sketches |
| | | 2.4 | Final working drawings and specifications are reviewed and compiled in readiness for mass production |
| | | 2.5 | Concept is designed for mass manufacture taking into account available equipment and resources |
| | | 2.6 | Equipment capabilities are reviewed and assessed and design brief modified in accordance with available or obtainable equipment |
| | | 2.7 | Personnel capabilities are reviewed and assessed and design brief modified in accordance with assessed and available skills |
| | | 2.8 | Material or resource supply chain to the company is assessed, stock sizes set and design brief modified or altered to cater for availability of resources |
| | | 2.9 | Outsourcing opportunities are assessed and reviewed in accordance with cost-benefit analysis assigning monetary value to the costs and benefits (social, environmental and monetary) associated with a project for the purpose of selecting and evaluating project investment opportunities |
| | | 2.10 | Work flow methods are reviewed and the design brief or work flow methods amended to cater for mass |

		production
	2.11	Opportunities for innovation in mass production procedures are researched and implemented
3	Implement design	3.1 Manufacturing process is planned and organised taking into account available equipment and resources
		3.2 Material is processed in accordance with the manufacturing plan and safe working procedures
		3.3 Jigs are produced to assist with the manufacture of components
		3.4 Components are produced and prepared for assembly
		3.5 Components are assembled in accordance with the working drawings
		3.6 Final product is finished according to specifications
		3.7 Final product is evaluated for functionality and aesthetic appeal
		3.8 Mass production methodology is reviewed
		3.9 Production run products are packaged and despatched to transport methods
		3.10 Mass production anomalies are recorded and reported to the appropriate personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Unit Mapping Information

Supersedes and is equivalent to LMFFDT6002A Design for mass production

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5012 Design for mass production

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply research, analytical and mathematical skills to the identification and selection of materials and the selection of appropriate production and construction techniques for products
- Create innovative designs which satisfy the agreed parameters and consider but are not limited by other historical or contemporary influences
- Prepare and work through a design brief taking into account the requirements of mass production to fulfil the design brief and oversee a mass production run
- Review information provided and creatively generate proposals for a furnishing product
- Apply design elements and principles to designing for mass production in accordance with a design brief
- Use mathematical ideas and techniques to correctly complete calculations for design assessment
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to designing for mass production

- Organisational and site standards, requirements, policies and procedures for designing for mass production
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Elements and principles of design
- Ergonomics and aesthetic values
- Supply chain management
- Outsourcing arrangements
- Cost-benefit analysis methods
- Company resource audit techniques
- Design and manufacture for mass production
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of furniture making equipment
- Relevant computer programs
- Furniture product machining, assembly and finishing techniques
- Sketching and drawing techniques
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement.

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.

- Access is required to specifications, materials and equipment relevant to designing for mass production.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5013 Evaluate and participate in design industry networks

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers evaluating and participating in design industry networks to learn from others and develop networks which may assist with the progressing of own initiatives.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Evaluate networks	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to evaluating and participating in design industry networks are verified and complied with
		1.2	Networking opportunities are assessed and scheduled for attendance
		1.3	Networking opportunities are prioritised in order of benefit and importance
		1.4	Peak bodies or associations and links to international agencies are assessed for networking opportunities

2	Participate in networks	2.1	Chosen networks are identified and joined
		2.2	Communication with others is established and maintained in accordance with WHS requirements
		2.3	Chosen networks are attended
		2.4	Design shows are attended and networking opportunities instigated
		2.5	Business opportunities with others in networks are pursued
		2.6	Shared business interests or ideas are sought and followed up on
		2.7	International networking opportunities are pursued
		2.8	Networks are followed up with and regularly attended

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Organisational requirements include:

- policies and procedures relating to own role and responsibility
- quality assurance
- procedural manuals
- quality and continuous improvement processes and standards
- WHS, emergency and evacuation requirements

- Networking includes:**
- ethical standards
 - recording and reporting
 - access and equity principles and practices
 - building up and maintaining relationships with people whose interests are similar or whose friendship could bring advantages, such as job or business opportunities, and includes involvement with:
 - design agencies
 - furnishing industry alliances
 - associations
 - peak bodies
 - government functions
 - exhibitions
 - showcases
 - industry events
 - functions
 - information networks
 - design hubs
- Peak bodies or associations include:**
- design agencies
 - furnishing industry bodies
- Business opportunities include:**
- joint ventures
 - shared or loaned equipment
 - combined purchasing arrangements
 - design or manufacturing hub arrangements
 - design critiquing opportunities
 - new ideas
 - improving ideas
 - new contracts
- International networking opportunities include:**
- overseas business opportunities
 - international showcases
 - investor or contract opportunities

Unit Mapping Information

Supersedes and is equivalent to LMFFDT6003A Evaluate and participate in design industry networks

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5013 Evaluate and participate in design industry networks

Modification History

Release 1 - New unit of competency

Performance Evidence

- Evaluate and participate in design industry networks, establish and maintain important contacts
- Apply design elements and principles to involvement in design industry networks
- Use appropriate industry terminology and language to convey meaning
- Conduct quality checks on own work
- Use communication tools, such as computers, internet, email and databases
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to evaluating and participating in design industry networks
- Organisational and site standards, requirements, policies and procedures for evaluating and participating in design industry networks
- Networking and networking opportunities and techniques
- Established communication channels and protocols
- Elements and principles of design
- Ergonomics and aesthetic values

Assessment Conditions

- Assessors must:
- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to opportunities for evaluating and participating in design industry networks.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5014 Investigate legal requirements for design

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers investigating legal requirements for design, including procurement, business legalities, contractual obligations and operational issues. It applies to an industry workplace or design studio environment and involves application of skills and knowledge at a managerial level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Research legal requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to investigating legal requirements for design are verified and complied with
		1.2	Communication with others is established and maintained in accordance with WHS requirements
		1.3	Legal requirements affecting the enterprise are detected and researched
		1.4	Enterprise legal requirements are analysed and procedures developed and implemented to ensure full

			compliance
2	Comply with legal requirements	2.1	Business registration and government procedures are adhered to
		2.2	Suitable employment conditions, including industrial relations, are abided by
		2.3	Contracts and invoices used comply with legal requirements
		2.4	Operational codes of practice are researched and applied to day-to-day procedures
		2.5	Essential insurances are obtained and are regularly updated
		2.6	Procurement rights are adhered to and applied for own products
		2.7	WHS regulations are stringently applied and followed
		2.8	Import and export regulations are adhered to
		2.9	Risk management policies are applied, updated and maintained

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Organisational

- policies and procedures relating to own role and responsibility

- requirements include:**
- quality assurance
 - procedural manuals
 - quality and continuous improvement processes and standards
 - WHS, emergency and evacuation requirements
 - ethical standards
 - recording and reporting
 - access and equity principles and practices
- Legal requirements include:**
- laws, regulations or policies which affect the operating systems of an enterprise
- Enterprises include:**
- sole traders
 - partnerships
 - trusts
 - franchises
 - agencies
 - companies
 - consortiums
- Business registration includes:**
- business name registration
 - achievement of an Australian Business Number (ABN)
 - ownership transfer arrangements and licensing
- Government procedures include:**
- taxation and accounting requirements
 - superannuation provisions
 - business activity statements and the Goods and Services Tax (GST)
 - tax file number
 - Pay As You Go (PAYG)
 - withholding tax
- Employment conditions include:**
- industrial relations
 - award rates
 - employment conditions
 - unfair dismissal laws
 - equal employment opportunities (EEO)
 - anti-discrimination
 - enterprise agreements
 - privacy
 - confidentially
 - duty of care
- Contracts and invoices include:**
- contracts deemed legal by authorities with:
 - suppliers
 - owners
 - employees

	<ul style="list-style-type: none">• landlords• agents• distributors• customers
Operational codes of practice include:	<ul style="list-style-type: none">• Australian Standards• industry codes of practice• equipment operating standards or regulations• resource access regulations
Insurances include:	<ul style="list-style-type: none">• professional indemnity• public liability• income protection• third party• comprehensive• building and contents insurance• workers compensation• any other legally prescribed insurance
Procurement rights include:	<ul style="list-style-type: none">• royalties• copyright• patents• trademarks• design registration• intellectual property• software licences
Import and export regulations include:	<ul style="list-style-type: none">• duties• tariffs• customs• immigration• any countries relevant import and export laws
Risk management includes:	<ul style="list-style-type: none">• provisions for ensuring all potential legal possibilities have been investigated and evaluated to minimise threats to continuing efficiency, profitability and success of its operations

Unit Mapping Information

Supersedes and is equivalent to LMFFDT6004A Investigate legal requirements for design networks

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5014 Investigate legal requirements for design

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret and analyse legal documentation and industry standards
- Investigate legal requirements for design and for the protection and efficient operation of the enterprise, ensuring all relevant legal requirements are in place
- Produce reports on the legal requirements for a design business
- Use communication tools, such as computers, internet, email and databases
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to investigating legal requirements for design
- Organisational and site standards, requirements, policies and procedures for investigating legal requirements for design
- Business and operational legal requirements
- Relevant computer programs
- Procedures for the recording, reporting and maintenance of workplace records and information
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to resources for investigating legal requirements for design.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFDT5015 Work collaboratively on a design project

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers working collaboratively on a design project from initial agreement to fulfilment and delivery of the final product, applying integral design elements and principles. It applies to an industry workplace or design studio environment and involves application of skills and knowledge at a managerial level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture design and technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for project collaboration	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to collaborating on a design project are verified and complied with
		1.2	Project requirements are agreed with client, confirmed and clarified
		1.3	Communication with others is established and maintained with all involved in the design process
		1.4	Potential collaborators are scrutinised and confirmed based on displayed expertise potential
		1.5	End users and other interested parties are involved in the

			collaboration
2	Work collaboratively on projects	2.1	Methods of collaboration are negotiated and followed
		2.2	Project objectives are researched, a design brief developed and instigated
		2.3	Ideas for concept development are shared and worked through
		2.4	Concepts are critiqued and final outcomes agreed upon in accordance with the elements and principles of design
		2.5	Management systems are set in place, plan developed and quality control measures adopted for the project
		2.6	Type and quantity of material to be used is debated, agreed and obtained
		2.7	Equipment requirements are debated and selected appropriate to project requirements
		2.8	Project manufacturing procedures are debated and final manufacturing processes agreed, including assembly techniques and finishing methods
		2.9	Distribution channels, marketing and despatch strategies are debated and instigated
		2.10	Final presentation of the project is made displaying respect for all collaborators
3	Evaluate design collaboration	3.1	Quality systems are evaluated for effectiveness of outcomes
		3.2	Client satisfaction with the project outcome is measured
		3.3	Observations from collaborators on improvement of the process is collected
		3.4	Collaborators are assessed and reviewed for their effectiveness in the process
		3.5	Systems are analysed for improvement opportunities

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Organisational requirements 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
- WHS, emergency and evacuation requirements
- 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)

Design brief includes:

- the aims, objectives, milestones for the design project
- organisational or personal profiles
- target audience
- budget
- timeline
- consultation requirements
- colour requirements
- image requirements
- function

Collaboration includes:

- a group of people working together to achieve an outcome, including:
 - designers
 - senior management

	<ul style="list-style-type: none">• tradespeople• consumers• sales staff• distributors• clients
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement• workload• materials handling capacity• skills• control• equipment• capabilities• aesthetic relations• tension• development methods

Concepts include:	<ul style="list-style-type: none">• ideas generated to respond to the design brief through both ideation drawings or sketching and written explanation
Critique includes:	<ul style="list-style-type: none">• the process of undertaking a critical analysis of a product• the design process used• the manufacturing methodology• final outcomes
Management systems include:	<ul style="list-style-type: none">• the project plan and attributes within it to fulfil the design brief and intended outcomes of the project, including:<ul style="list-style-type: none">• personnel management• quality mechanisms• project stages• resource management• process management• problem solving mechanisms• performance targets
Quality systems include:	<ul style="list-style-type: none">• inspection systems for ensuring that pre-determined quality standards are being met, highlighting non-conformances requiring intervention
Manufacturing processes include:	<ul style="list-style-type: none">• the method by which the product will be produced, these steps usually entail working from drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Materials include:	<ul style="list-style-type: none">• native timber (native and imported)• man-made timber products• plastic• metal• alloys• stones• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Assembly processes include:	<ul style="list-style-type: none">• nailing• gluing• screwing• welding• pressing• sewing

- | | |
|--|--|
| | <ul style="list-style-type: none">• bonding• jointing• connecting various materials |
| Finishing includes: | <ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings |
| Distribution channels include: | <ul style="list-style-type: none">• self-promotion and distribution• organisation through agents representing individuals• hired distribution organisations• joint ventures• establishment of own distribution network |
| Packaging and despatch include: | <ul style="list-style-type: none">• wrapping in fabric• plastic wrapping• shrink wrapping• boxing• foam shells• despatch by truck, trailer, train, plane or ship |

Unit Mapping Information

Supersedes and is equivalent to LMFFDT6005A Work collaboratively on a design project

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFDT5015 Work collaboratively on a design project

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply design elements and principles and work collaboratively on a design project in accordance with client requirements, setting a project plan and design brief
- Plan processes and encourage interchange of ideas to facilitate collaborative development of design concepts
- Evaluate design processes to determine improvements
- Determine report requirements and present information in appropriate formats
- Use mathematical ideas and techniques to correctly complete calculations for design assessment
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for working collaboratively on a design project
- Organisational and site standards, requirements, policies and procedures for working collaboratively on a design project
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Elements and principles of design
- Ergonomics and aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of furnishing materials, products and defects
- Set-up and operation of equipment

- Relevant computer programs
- Product machining, assembly and finishing techniques
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement.

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to specifications and opportunities for working collaboratively on a design project.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF1001 Complete a basic furniture finishing project

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, preparing and completing a basic furniture finishing project involving the coating of surfaces by either hand or spray application.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare for work	1.1	Work requirements are correctly identified from drawings, specifications and instructions
		1.2	Quality assurance requirements are recognised and adhered to in accordance with enterprise operation
		1.3	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.4	Tools, equipment and materials selected are consistent with job requirements and work instructions, checked for safety and serviceability, and any faults reported to supervisor
2	Prepare surface	2.1	Surfaces are checked for contamination and correct

	and materials for finishing process		preparation according to workplace procedures and standards
		2.2	Products with surface or other faults are identified and faults are reported or repaired according to workplace procedures and standards
		2.3	Techniques for application of materials for finishing process are identified and used according to workplace procedures
		2.4	Materials suitable for basic surface finishing are prepared
3	Colour is applied to timber surface	3.1	Stain is applied to timber surfaces in accordance with manufacturer specifications and workplace procedures and standards
		3.2	Stained surface is sealed with polish using mop brush, blender or swooge
		3.3	Sealed surface is lightly sanded to make smooth
		3.4	Wood filler or sanding sealer are applied in accordance with manufacturer specifications and workplace procedures and standards
		3.5	Filled-in surface is sealed with oil varnish in accordance with manufacturer specifications and workplace procedures and standards
		3.6	Sealed surface is lightly sanded to make smooth
4	Finishing material is applied to surface	4.1	Finishing material is applied in accordance with manufacturer specifications until required build is achieved
		4.2	Finishing material is cut back to remove surface defects and/or foreign material in accordance with workplace procedures and standards
		4.3	Surface is burnished with fine steel wool and lubricating oil to achieve even sheen
5	Clean up work area	5.1	Workplace is cleared of debris and unused materials
		5.2	Wood filler and lubricating oil rags are disposed of safely having regard for spontaneous combustion
		5.3	Tools and equipment are cleaned, maintained and stored

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving in the accurate application of polish |
| A basic project includes: | <ul style="list-style-type: none">• the coating of tables, chairs or stools and other furnishing items |
| Stains include: | <ul style="list-style-type: none">• water stain• pigment oil stain• lacquer-based wiping stain |
| Wood grain fillers include: | <ul style="list-style-type: none">• oil-based filler• polyurethane (plastic) filler• water-based filler |
| Finishing materials include: | <ul style="list-style-type: none">• oil varnish• marine varnish• lacquer and sanding sealer |
| Lubricating oils include: | <ul style="list-style-type: none">• linseed oil• paraffin oil |

Surface faults include:	<ul style="list-style-type: none">• 'teak' oil• machine marks• bruising• pencil marks• grease• cross-sanding marks• scratches• glue marks• dirt marks• insect and termite holes• holes• knots• and blisters
Tools and equipment include:	<ul style="list-style-type: none">• filler blades• brushes• spray equipment• sandpapers• skinning in• bodying up and spiriting out rubbers• mop brush• blender• swooge and scrapers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF1001B Complete a basic furniture finishing product

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF1001 Complete a basic furniture finishing project

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a basic furniture finishing project
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Characteristics, limitations and uses of coating materials required for the project
- Coating application equipment, techniques and safe working procedures
- Basic repair techniques to defects in timber surfaces
- Safe handling of materials associated with applying coatings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to coating materials, timber components/furnishings requiring finishing and cleaning materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2001 Use furniture finishing sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using hand and power tools, and basic static machines, in applications relating to the furniture finishing sector of the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify hand and power tools, and basic static machines	1.1	Types of hand and power tools, and basic static machines and their functions are identified
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Sources of power supply are recognised
2	Select and use hand tools	2.1	Hand tools selected are consistent with needs of the job
		2.2	Selected hand tools are checked for serviceability and safety and any faults reported to supervisor
		2.3	Equipment is selected to hold or support material for

		hand tool application, where applicable
	2.4	Material is located and held in position for hand tool application
	2.5	Hand tools are safely and effectively used according to their intended use
	2.6	Hand tools are safely located when not in immediate use
3	Select and use power tools and basic static machines	3.1 Power tools and basic static machines are selected consistent with needs of the job in accordance with conventional work practice
		3.2 Power tools and basic static machines are visually checked for serviceability/safety in accordance with WHS requirements and any faults reported to supervisor
		3.3 Equipment is selected to hold or support materials for application as applicable
		3.4 Material is located and held in position for power tool and/or machining applications as applicable
		3.5 Power tools and basic static machines are safely and effectively used in application processes
		3.6 Power tools are safely located when not in use
4	Clean up work area and tools	4.1 All tools are cleaned, maintained and stored
		4.2 Equipment is cleaned, maintained and stored
		4.3 Work area is cleared and waste removed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Hand tools for furniture finishing include:

- cabinet scraper
- chisel
- hammer
- nail punch
- cork sanding block
- putty knife
- paint scraper
- paint brush
- blender
- mop brush
- swooge
- pencil brush
- file
- oil stone
- polish rubbers
- clamps
- screwdrivers
- rubber mallet
- spokeshave
- pliers
- pincers
- spanners

Power tools for furniture finishing include:

- orbital sander
- steam iron
- spray gun
- compressor

Fixed/static machinery for furniture finishing include:

- belt/stroke sander
- compressor

Fault reporting includes:

- verbal or written reporting

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF2001B Use furniture finishing sector hand and power tools

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2001 Use furniture finishing sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select, safely use, clean and maintain the suite of hand and power tools, and static machines used in furniture finishing
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses, limitations and maintenance requirements of hand tools commonly used in furniture finishing operations
- Types, characteristics, uses, limitations and maintenance requirements of power tools and basic static machines commonly used in furniture finishing operations
- WHS requirements and legislation
- Work flow within the workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to furniture polishing sector hand and power tools, and basic static machines and materials used in the finishing of furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2002 Dismantle and re-assemble furniture

Modification History

Release 1 - New unit of competency

Application

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare for work	1.1	Work requirements are correctly identified from drawings, specifications and instructions
		1.2	Quality assurance requirements are recognised and adhered to in accordance with enterprise operation
		1.3	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.4	Tools, equipment and materials selected are consistent with job requirements and work instructions, checked for safety and serviceability, and any faults reported to supervisor
2	Dismantle furniture and/or fitting item	2.1	Items to be dismantled are identified
		2.2	Items are dismantled to the extent required in the work instructions using appropriate tools and procedures
		2.3	Fasteners and attachments are removed, tagged and stored

		2.4	Component parts are separated, tagged and stored following workplace procedures
		2.5	Component parts are despatched to the next process according to workplace procedures
3	Re-assemble furniture and/or fitting item	3.1	Items to be re-assembled are identified
		3.2	Items are re-assembled to the extent required in the work instructions using appropriate tools and procedures
		3.3	Fasteners and attachments selected and used according to workplace procedures
		3.4	Fasteners and attachments selected and used according to workplace procedures
		3.5	Assembled item is despatched to the next process according to workplace procedures
4	Clean work area maintain equipment and complete operations	4.1	Equipment used is cleaned, inspected for serviceable condition and stored according to workplace procedures
		4.2	Equipment faults are identified, tagged and reported to appropriate personnel
		4.3	Work area is cleaned and returned to operational condition

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving during the process of dismantling and re-assembling of furniture and/or furnishings

Furniture and/or fittings include:

- chairs
- tables
- desks
- wall units
- buffets
- side tables
- drawers

Tools and equipment include:

- measuring tapes or rulers
- hammers
- rubber mallet
- pincers
- screwdrivers
- shifting spanner
- spanners
- socket set
- hacksaw and blades
- clamps
- timber wedges
- long nose pliers
- power drill/screwdrivers
- air compressor and hoses

Materials include:

- timber
- manufactured board
- veneer
- brass
- metal
- adhesive
- laminate
- perspex

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF2002B Dismantle/re-assemble furniture

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2002 Dismantle and re-assemble furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Dismantle and re-assemble at least three (3) different items, including:
 - one (1) assembled with knockdown fittings, and
 - one (1) with glued joints
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types and characteristics of materials used in furniture and/or fitting construction
- Construction techniques and processes
- Identification of equipment, processes and procedures
- Work flow in relation to dismantling and re-assembling furniture and/or fittings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to furniture/fittings for dismantling/re-assembling, work instructions, tools and equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2003 Remove surface coatings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers safely removing surface coatings by hand or chemical means in preparation for the application of new surface coatings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for surface coating removal	1.1	Materials safety data sheets (MSDS) and/or product application and safety information are read and used to inform work practices
		1.2	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.3	Surface coating is tested to identify the type of material and methods required to remove the coating
		1.4	Tools, equipment and materials suitable for the removal tasks are selected and checked for safe operation/application

		1.5	Accessories and consumables are identified for the removal tasks
2	Remove surface coatings	2.1	Sequence of work is identified for the removal operation, including the efficient and effective use of chemicals to be used
		2.2	Equipment, chemicals and abrasives are used within manufacturer specifications and workplace procedures
		2.3	Surface coating is removed according to workplace procedures and specifications
		2.4	Surfaces are inspected to ensure removal of surface coating is to workplace standard
		2.5	Defects found after removal of surface coating are dealt with and/or reported in accordance with workplace procedures
3	Clean work area and maintain equipment	3.1	Item is stored and labelled ready for next process
		3.2	Equipment is cleaned and inspected for serviceable condition and stored appropriately
		3.3	Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
		3.4	Chemicals and other materials are stored or disposed of correctly according to regulations
		3.5	Work area is cleaned ready for next process or task

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving in the removal of surface coatings
- Coated surfaces include:**
- solid timber
 - manufactured board
 - metal
- Tools and equipment include:**
- liquid containers
 - brushes
 - scrapers
 - scrubbing brush
 - steel wool
 - sanding blocks
 - heat guns
 - high-pressure water cleaners
 - dipping tanks
 - stainless steel stripping bench
 - iron
 - plane
 - chisels
 - power sanders
 - air compressor and hoses
- Materials include:**
- caustic soda
 - thinners
 - turpentine
 - methylated spirits
 - gun wash
 - gel stripper
 - putties
 - hot water
 - glues
 - abrasive paper

Coating removal methods include:

- sanding and scrubbing
- chemical stripping and dipping
- heat application and hand scraping
- high pressure water application

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF2003B Remove surface coatings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2003 Remove surface coatings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Remove surface coating from timber and metal surfaces and apply appropriate techniques to remove coatings from flat, vertical, carved and curved surfaces, using a minimum of four (4) different removal techniques and materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to the removal of surface coatings
- Types, properties and characteristics of coatings
- Coating removal techniques, materials, applications and limitations
- Material safety management systems

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a range of surfaces to be removed, removal methods, tools, equipment and consumables.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2004 Prepare surfaces for finishing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing a range of furniture surfaces for the application of surface coatings by hand or machine.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for surface preparation	1.1	Characteristics of the surface and the required surface coating materials are identified
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Tools and equipment required, and related engineering controls are identified and set up
		1.4	Sources of contamination in work area are identified and excluded
		1.5	Workplace procedures for surface preparation are identified and followed according to the surface and surface coating materials being used

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|---|--|-----|--|
| 2 | Prepare surfaces | 2.1 | Surfaces are prepared according to workplace procedures and specification |
| | | 2.2 | Surface preparation is checked for conformity with workplace specifications throughout the process |
| | | 2.3 | Rectification of surface preparation faults are made as required |
| | | 2.4 | Products are inspected and approved for suitability for further processing |
| | | 2.5 | Defects are rectified and/or reported in accordance with workplace procedures |
| 3 | Clean work area and maintain equipment | 3.1 | Prepared products are packed, stored and labelled ready for next process |
| | | 3.2 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 3.3 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 3.4 | Chemicals used are stored or disposed of correctly according to regulations |
| | | 3.5 | Work area is cleaned ready for next process or task |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the preparation of surfaces

Surfaces include:

- solid hardwood and softwood
- veneered board
- metal

Tools and equipment include:

- measuring tapes and rulers
- squares
- hammer
- nail punch
- liquid containers
- brushes
- cabinet scrapers
- file
- oil stone
- steel wool/scourers
- sanding blocks
- steam iron
- chisels
- power sanders
- air compressor and hoses
- fixed belt/stroke sander
- plane spanners
- screwdrivers
- clamps
- drill
- mallet
- vice
- saw

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF204B Prepare surfaces for finishing

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2004 Prepare surfaces for finishing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare furniture surfaces on a minimum of four (4) occasions, including a:
 - horizontal surface
 - vertical surface
 - internal surface
 - curved surface (moulding)
 - surfaces are to include:
 - solid hardwood
 - solid softwood
 - veneered board
 - metal
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, properties and characteristics of coatings
- Surface preparation techniques and equipment/materials
- Hazardous substances and materials used in surface preparation
- Work flow in relation to the application and removal of surface coatings

Assessment Conditions

- Assessors must:
- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a range of surfaces to be prepared, preparation tools, equipment and consumables.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2005 Maintain spray equipment and booth

Modification History

Release 2 - Missing text from Assessment Requirements reinstated

Release 1 - New unit of competency

Application

This unit of competency covers stripping, cleaning, restoring and servicing spray equipment and booths.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work instructions are used to determine job requirements, including timings, equipment to be maintained and materials
		1.2	Work health and safety (WHS) requirements, including ventilation and personal protection needs, are observed throughout the work
		1.3	Tools, equipment and accessories are identified and checked for safe and effective operation
		1.4	Work area is cleared of unwanted stock, products and materials

		1.5	Equipment is isolated from power sources and made safe in accordance with site procedures
2	Maintain the equipment	2.1	Equipment is dismantled in accordance with manufacturer specifications and site procedures
		2.2	Components are laid out in a logical re-assembly sequence
		2.3	Components are cleaned and serviced using authorised materials and tools/equipment
		2.4	Components are inspected and faulty items repaired, replaced or referred for further maintenance action
		2.5	Equipment is re-assembled and operations are tested
		2.6	Equipment maintenance is reported/recorded in accordance with site procedures
3	Maintain booths	3.1	Combustion and ignition sources are neutralised throughout the work sequence
		3.2	Ventilation and other services are inspected for operation, cleaned out and, where appropriate, replenished, replaced or referred for further maintenance action
		3.3	Surfaces and floors are cleaned and restored in accordance with site and industry standards
		3.4	Materials and consumable stores are cleaned and restored in accordance with site, industry and regulatory standards

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements |
| Spray equipment includes: | <ul style="list-style-type: none">• computerised spray system• electrostatic spray gun• powder coating spray gun• air compressor, and hoses and dryers |
| Booths include: | <ul style="list-style-type: none">• dry filter bath• purpose-designed, positive-pressure, down-draft water booth |
| Booth services include: | <ul style="list-style-type: none">• lighting• ventilation• electricity supply• water supply• paint lines• consumables storage areas |
| Tools and equipment include: | <ul style="list-style-type: none">• liquid containers• feeding systems• spray guns• scrapers (non-ferrous) screwdrivers• shifting spanner• spanners |
| Materials include: | <ul style="list-style-type: none">• water• solvents• other cleaning compounds and chemicals• rags• steel wool• brushes• hoses• brooms• squeegees |

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF2005B Maintain spray equipment and booth

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2005 Maintain spray equipment and booth

Modification History

Release 2 - Missing text from Assessment Requirements reinstated

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Disassemble, maintain and re-assemble at least two (2) different spray systems
- Maintain a booth and booth services on at least two (2) occasions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of spray system equipment, processes and procedures
- Types, characteristics and maintenance requirements for spray booth services, including at a minimum, ventilation, lighting, water and electrical reticulation
- Characteristics of spray coatings and base materials in terms of toxicity, reactivity and flammability
- Types, characteristics, uses and limitations of cleaning solvents and agents
- Effects of fumes, heat and other radiations on surface coatings
- Material safety management systems

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to spray systems and equipment, spray booth, cleaning and maintenance materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2006 Apply surface coatings by spray gun

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying surface coatings by a handheld spray gun.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare for work	1.1	Characteristics of the surface and the required surface coating are identified from work orders or instructions
		1.2	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.3	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.4	Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task
		1.5	Surface coatings are identified and prepared, as required, for the surface coating tasks

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| 2 | Check and prepare for spraying | 2.1 | Products with surface or other faults are identified and faults reported or repaired as appropriate |
| | | 2.2 | Other products and equipment in the workplace are protected from overspray |
| | | 2.3 | Trial applications of surface materials are made to check condition of spray system, spray patterns, equipment operation, materials viscosity and specified surface finish |
| | | 2.4 | Unserviceable components are cleaned or replaced and spray system re-assembled |
| | | 2.5 | Spray pattern faults are identified and rectified in accordance with workplace procedures. |
| | | 2.6 | Material faults are identified and workplace procedures for rectification are followed |
| 3 | Apply surface coating | 3.1 | Surfaces are kept free of contamination |
| | | 3.2 | Surface coatings are applied according to workplace procedures |
| | | 3.3 | Surface build and coverage is checked against workplace requirements for even spread and thickness |
| | | 3.4 | Rectification of surface faults are made in accordance with workplace procedures |
| | | 3.5 | Products are inspected and approved for suitability for further processing |
| 4 | Clean work area | 4.1 | Equipment is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area, including spray booth, is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of surface coatings |
| Spray guns include: | <ul style="list-style-type: none">• conventional air spray guns and airless spray guns• high volume/low pressure (HVLV) air-assisted and airless spray guns |
| Coatings include: | <ul style="list-style-type: none">• pre-catalysed lacquer• acid catalysed lacquer and nitro-cellulose lacquer• one-pot polyurethane and water-based coatings• stains, lacquers, polish, enamels and acrylics |
| Tools and equipment include: | <ul style="list-style-type: none">• pressure feed systems• spray booth• liquid containers• air compressor and hoses• air regulator• positive pressure air-wash masks• canister-type face masks• screwdrivers• shifting spanner and spanners |
| Personal protective | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise |

equipment includes: policies and practices

**Information and
procedures include:**

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF2006B Apply surface coatings by spray gun

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2006 Apply surface coatings by spray gun

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select and apply surface coatings, including the adjustment of spray equipment, to effect required spray pattern for a minimum of three (3) different surface types and shapes
- Maintain spray equipment and work area, including spray booth
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of spray equipment, processes and procedures
- Characteristics of the coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Effects of fumes, heat and other radiations on surface coatings
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to spraying operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to spray equipment, spray booth, coatings and cleaning products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2007 Apply stains, fillers and bleach

Modification History

Release 1 - New unit of competency

Application

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices
		1.2	Characteristics of the surface and the required surface treatment are identified from work orders or instructions
		1.3	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.4	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.5	Tools, equipment and accessories are identified and checked for safe and effective operation for the staining, filling or bleaching task
2	Prepare for application of materials	2.1	Surfaces are checked for contamination and correct preparation according to workplace procedures and standards
		2.2	Products with surface or other faults are identified and

- faults repaired as appropriate
- 2.3 Materials required to stain and fill in are identified and prepared for the task
 - 2.4 Trial applications of stains and/or fillers are made to check equipment operation, materials consistency, viscosity and specified colour
 - 2.5 Faults and/or inconsistencies in colour are identified and workplace procedures for rectification and adjustment are followed
 - 2.6 Materials required for bleaching are identified and labelled to prevent cross-contamination of bulk material during application
- 3 Apply finishing materials
 - 3.1 Techniques for application of stain, filler or bleach are identified
 - 3.2 Materials are applied according to job instructions, manufacturer specifications and workplace procedures
 - 3.3 Bleached items are appropriately stored for drying
 - 3.4 Finished products are inspected and approved for suitability for further processing
 - 3.5 Products which do not meet quality specifications are re-stained, filled, bleached or tagged for further investigation
 - 4 Clean work area and maintain equipment
 - 4.1 Equipment used is cleaned and inspected for serviceable condition and stored appropriately
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
 - 4.3 Bleaching materials are disposed of in accordance with environmental requirements and workplace procedures
 - 4.4 Work area is cleaned and returned to approved condition, and all areas used for bleaching are washed down with water
 - 4.5 Workplace records are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|-------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of stains, fillers and bleach |
| Stains include: | <ul style="list-style-type: none">• lacquer-based wiping stain• spirit-based• water and oil-based |
| Fillers include: | <ul style="list-style-type: none">• oil-based• water-based and plastic (one-pot) filler |
| Bleach includes: | <ul style="list-style-type: none">• two-solution bleach and oxalic acid bleach |
| Surfaces include: | <ul style="list-style-type: none">• solid timber• manufactured board |
| Tools and equipment include: | <ul style="list-style-type: none">• liquid containers• rubber gloves• face masks• spray booths• spray guns• compressor |

- air lines
 - brushes
 - sanding block
- Materials include:**
- water
 - abrasive papers
 - cotton rags and hessian
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF2007B Apply stains, fillers and bleach

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2007 Apply stains, fillers and bleach

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select appropriate stains, fillers and bleach for the surfaces to be treated
- Apply stains, fillers and bleach to at least two (2) surfaces, monitor drying, and assess and rectify any quality issues
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of application techniques
- Characteristics of stains, fillers and bleaches in terms of toxicity, reactivity, flammability, viscosity.
- Methods to prevent contamination of surfaces during and after processing
- Work flow in relation to the application stains, fillers and bleach

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to surfaces to be processed, stains, fillers, bleach and suitable application tools and equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF2008 Apply surface coatings by hand

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying brushable coatings to surfaces by hand.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices
		1.2	Characteristics of the surface and the required surface finish are identified from work orders or instructions
		1.3	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.4	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.5	Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task

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| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults repaired as appropriate |
| | | 2.3 | Finishing materials required are identified and prepared for the task |
| | | 2.4 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 2.5 | Faults are identified and workplace procedures for rectification are followed |
| 3 | Apply finishing materials | 3.1 | Techniques for hand application of materials are identified |
| | | 3.2 | Finishing materials are applied according to job instructions, material manufacturer specifications and workplace procedures |
| | | 3.3 | Finished products are inspected and approved for suitability for further processing |
| | | 3.4 | Products which do not meet quality specifications are refinished or tagged for further investigation |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion, judgement and problem solving in the application of surface coatings |
| Coatings include: | <ul style="list-style-type: none">• one-pot polyurethane• enamel• acrylic• polish |
| Application methods include: | <ul style="list-style-type: none">• brush• swooge |
| Surfaces include: | <ul style="list-style-type: none">• solid timber• manufactured board• metal |
| Tools and equipment include: | <ul style="list-style-type: none">• sanders• pneumatic or low-voltage electric buff• rubber sanding block• brushes and swooges |
| Materials include: | <ul style="list-style-type: none">• water• detergent• wax |

- oil
 - enamel
 - acrylic
 - one-pot polyurethane
 - polish
 - methylated spirits
 - turpentine
 - terebine
 - abrasive papers
 - cotton rags
 - steel wool
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF2008B Apply surface coatings by hand

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF2008 Apply surface coatings by hand

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare for and apply coatings by hand on a minimum of five (5) occasions covering:
 - one (1) solid timber surface
 - one (1) manufactured board surface
 - one (1) metal surface
 - using four (4) different coatings:
 - one-pot polyurethane, acrylic, enamel and polish
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of hand application techniques
- Characteristics of coatings, waxes and oils in terms of toxicity, reactivity, flammability and required viscosity.
- Methods to prevent contamination of surfaces during and after finishing
- Work flow in relation to the application of finishing material

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand finishing application equipment, coating materials and surfaces to be coated.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3001 Match and make up colours

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers matching and making up colours for surfaces which have previously been coated or polished, or for new work which must match existing work or a specified sample.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare work	1.1	Work instructions are used to determine job requirements, including design, colour, finish process and quality
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Colour matching aids and colouring materials are accessed and readied for use
		1.4	Types of colouring materials are identified and prepared for colouring task
		1.5	Tools, equipment and accessories are identified and

			checked for safe and effective operation
2	Match colours	2.1	Surfaces are cleaned and prepared to enable accurate colour matching
		2.2	Characteristics of the surface and the impact of these on colouring are taken into account
		2.3	Techniques for colour application are identified and selected according to workplace practices
		2.4	Properties of colouring agents are assessed in relation to the specific circumstances
		2.5	Colour matching techniques are applied to identify most likely fit in terms of product, colour and application techniques
		2.6	Colour matching outcomes are confirmed through trials of proposed products, colours and application techniques
		2.7	Colour matching formulae are recorded to enterprise or industry standards
3	Make up colours	3.1	Product quantities are identified from client demand or accurate assessment of coating/colouring requirement
		3.2	Colouring additives are calculated from manufacturer specifications
		3.3	Colouring additives are accurately measured and blended with the base product
4	Apply colours	4.1	Colour solution is applied in accordance with selected application techniques and workplace procedures
		4.2	Colour application is constantly checked against sample colour
		4.3	Surface is inspected for faults in applied colour film and defects are rectified
		4.4	Coloured or matched up surface is sealed with finishing material in accordance with job specification and workplace procedures
5	Clean up work area	5.1	Colouring materials are stored and labelled ready for next process
		5.2	Waste and unwanted material is disposed of safely and

in accordance with relevant environmental regulations

5.3 Unused materials are sealed and stored

5.4 Tools and equipment are cleaned, maintained and stored

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the accurate matching of colours |
| Tools and equipment include: | <ul style="list-style-type: none">• mixing pots• brushes• spray equipment and mechanical mixer/vibrator• colour rubber• colour wad |
| Materials include: | <ul style="list-style-type: none">• spirit-based stains• pigments• lacquers• oil varnish |

	<ul style="list-style-type: none">• two-part polyurethane• methylated spirits• lacquer thinners• mineral turpentine and polish
Colouring agents include:	<ul style="list-style-type: none">• pigments• dyes• stains• universal tinters and toning lacquer
Properties of colouring agents include:	<ul style="list-style-type: none">• colour• specific gravity• staining power• refractive power• texture• durability• opacity• spreading power• toxicity and oil absorptive power
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF3001B Match and make up colours

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3001 Match and make up colours

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Accurately colour match using pigments and/or stains on a minimum of five (5) occasions
- Record colour formulae for production situations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics and degradation patterns of coatings and stains
- Properties of coated and stained surface materials and the impact of these on colouring
- Types, characteristics, uses and limitations of colouring agents
- Types, uses and limitations of matching aids
- Product catalogues and other information systems
- Material safety management systems and related safety requirements

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to sample colouring requirements, colouring agents, base coating products, mixing and testing equipment, and cleaning equipment and materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3002 Set up, operate and maintain mechanical coating systems

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining mechanical coating systems in order to apply coatings to specifications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Characteristics of the surface and the required surface coating are identified from work orders or instructions
		1.2	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.3	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.4	Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task

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| | | 1.5 | Coating materials are identified and prepared |
| 2 | Check and prepare for spraying | 2.1 | Products with surface or other faults are identified and faults reported or repaired as appropriate |
| | | 2.2 | Other products and equipment in the workplace are protected from overspray |
| | | 2.3 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 2.4 | Machine faults are identified and rectified or reported |
| | | 2.5 | Material faults are identified and workplace procedures for rectification are followed |
| 3 | Apply surface coating | 3.1 | Surfaces are kept free of contamination |
| | | 3.2 | Surface coatings are applied according to workplace procedures |
| | | 3.3 | Surface coating viscosity and coverage is monitored and checked against workplace requirements for even spread and thickness |
| | | 3.4 | Rectification of surface faults is made as required |
| | | 3.5 | Products are inspected and approved for suitability for further processing |
| | | 3.6 | Defects are dealt with and/or reported in accordance with workplace procedures |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area, including spray booth, is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion, judgement and problem solving in the application of surface coatings |
| Mechanical coating systems include: | <ul style="list-style-type: none">• curtain coating• UV coating• tumbling• dipping• electrostatic powder coating• automatic (robotic) spray equipment |
| Tools and equipment include: | <ul style="list-style-type: none">• computerised spray system• electrostatic spray gun• baking oven• barrel tumbler• spray booth• liquid containers• air compressor and hoses• screwdrivers• shifting spanner and spanners• ford cup |

- Materials include:**
- stains
 - lacquers
 - wax
 - oil
 - two-pack polyurethane
 - three-pack polyester
 - enamels
 - acrylics
 - powder coating
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF3002B Set up, operate and maintain mechanical coatings systems

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3002 Set up, operate and maintain mechanical coating systems

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select and apply surface coatings, including the adjustment of spray equipment, to effect required coating using a minimum of two (2) different mechanical systems
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of mechanical spray system equipment, processes and procedures
- Characteristics of the coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Effects of fumes, heat and other radiations on surface coatings
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to spraying operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to mechanical spray systems and equipment, spray booth, coatings and cleaning products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3003 Apply plural component coatings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying plural component coatings, including polyurethane, polyester coatings and acid catalysed, to surfaces.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices
		1.2	Characteristics of the surface and the required surface treatment are identified from work orders or instructions
		1.3	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.4	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.5	Tools, equipment and accessories are identified and checked for safe and effective application of plural

component coatings		
2	Prepare for application of materials	2.1 Surfaces are checked for contamination and correct preparation according to workplace procedures and standards
		2.2 Products with surface or other faults are identified and faults repaired as appropriate
		2.3 Materials required are identified and prepared for the task
		2.4 Spray booths and work documentation are inspected to ensure nitro-cellulose lacquer has not been sprayed in the same booth as that used for the application of plural component coatings
		2.5 Nitro-cellulose overspray is cleaned off booth surfaces if necessary before application of plural component coatings
		2.6 Trial applications of plural component coatings are made to check equipment operation, materials consistency and viscosity
		2.7 Faults and/or inconsistencies in applied coating are identified and workplace procedures for rectification and adjustment are followed
3	Apply finishing materials	3.1 Techniques for application of plural component coatings are identified and selected
		3.2 Materials are applied according to job instructions, material manufacturer specifications and workplace procedures
		3.3 Finished products are inspected and approved for suitability for further processing
		3.4 Products which do not meet quality specifications are rectified or tagged for further investigation
4	Clean work area and maintain equipment	4.1 Equipment used is cleaned and inspected for serviceable condition and stored appropriately
		4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
		4.3 Work area is cleaned and returned to approved condition

4.4 Workplace records are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion, judgement and problem solving in the application of plural component coatings |
| Application techniques and processes include: | <ul style="list-style-type: none">• brushing and spraying |
| Surfaces include: | <ul style="list-style-type: none">• solid timber• manufactured board• metal |
| Tools and equipment include: | <ul style="list-style-type: none">• liquid containers• rubber gloves• positive pressure air-wash face masks• positive pressure water-wash spray booths• protective clothing• spray guns |

- compressor
 - air lines
 - brushes
 - sanding block
 - orbital sanders
- Materials include:**
- two-part polyurethane
 - two/three part polyester
 - acid catalysed lacquer
 - solvents
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF3003B Apply plural component coatings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3003 Apply plural component coatings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply plural component coatings on at least three (3) occasions, including:
 - one (1) acid catalysed
 - one (1) two-part polyurethane
 - one (1) polyester
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of application techniques
- Characteristics of acid catalysed, polyurethane and polyester coatings
- Methods to prevent contamination of surfaces during and after coating
- Work flow in relation to the application of polyurethane and polyester

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to spray application equipment, acid catalysed, polyurethane and polyester coatings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3004 Apply soft rubber techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying polish and/or spirit varnish to surfaces using soft rubber techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices
		1.2	Characteristics of the surface and the required surface finish are identified from work orders or instructions
		1.3	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.4	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.5	Tools, equipment and accessories are identified and checked for safe and effective operation for the surface

			finishing task
2	Prepare for application of materials	2.1	Surfaces are checked for contamination and correct preparation according to workplace procedures and standards
		2.2	Products with surface or other faults are identified and faults repaired as appropriate
		2.3	Finishing materials required are identified and prepared for the task
		2.4	Trial applications of flat surface or furniture materials are made to check rubber operation, materials consistency and specified surface finish
		2.5	Faults are identified and workplace procedures for rectification are followed
3	Apply soft varnish/rubber polish and/or varnish using soft rubber	3.1	Surface is lightly sanded and checked for defects which are rectified in accordance with workplace procedures
		3.2	Rubber is suitably charged
		3.3	Surface is soft-rubbered/varnish rubbered using correct amount of pressure and suitable rubber movements
		3.4	Surface is inspected and any defects repaired/rectified
4	Clean work area and maintain equipment	4.1	Equipment used is cleaned and inspected for serviceable condition and stored appropriately
		4.2	Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
		4.3	Work area is cleaned and returned to approved condition
		4.4	Workplace records are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of soft rubber techniques
Surfaces include:	<ul style="list-style-type: none">• solid timber• manufactured board
Tools and equipment include:	<ul style="list-style-type: none">• brushes• swooges• soft rubbers of cotton-wool or wadding body wrapped in cotton cloth• sanding blocks
Materials include:	<ul style="list-style-type: none">• polish• methylated spirits• spirit varnish• scourer• abrasive papers• cotton rags• steel wool
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF3004B Apply soft rubber techniques

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3004 Apply soft rubber techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Accurately apply soft/varnish rubber techniques on a minimum of two (2) occasions which must cover a chair or equivalent, and a large flat surface
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Soft rubber applications, limitations and techniques
- Characteristics of coatings in terms of toxicity, reactivity, flammability and required viscosity
- Methods to prevent contamination of surfaces during and after finishing
- Work flow in relation to the application of finishing material

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to soft rubber materials, coating materials, other consumables and surfaces to be coated.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3005 Enhance finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting and buffing, and applying materials to a coated surface by hand to enhance the finish.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices
		1.2	Characteristics of the surface and the required surface finish are identified from work orders or instructions
		1.3	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.4	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.5	Tools, equipment and accessories are identified and

			checked for safe and effective operation for the surface finishing task
2	Prepare for application of materials	2.1	Surfaces are checked for contamination and correct preparation according to workplace procedures and standards
		2.2	Products with surface or other faults are identified and faults repaired as appropriate
		2.3	Surfaces are cut and buffed to prepare for finishing as required
		2.4	Finishing materials required are identified and prepared for the task
		2.5	Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish
		2.6	Faults are identified and workplace procedures for rectification are followed
3	Apply finishing materials	3.1	Techniques for hand application of materials are identified
		3.2	Finishing materials are applied according to job instructions, manufacturer specifications and workplace procedures
		3.3	Finished products are inspected and approved for suitability for further processing
		3.4	Products which do not meet quality specifications are refinished or tagged for further investigation
4	Clean work area and maintain equipment	4.1	Equipment used is cleaned and inspected for serviceable condition and stored appropriately
		4.2	Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
		4.3	Work area is cleaned and returned to approved condition
		4.4	Workplace records are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the enhancement of finishes |
| Surfaces include: | <ul style="list-style-type: none">• solid timber• manufactured board• metal |
| Tools and equipment include: | <ul style="list-style-type: none">• abrasive papers• pulling/pullover rubber• cotton rags• steel wool• orbital sander pneumatic or low voltage• electric or pneumatic buff• rubber sanding block |
| Materials include: | <ul style="list-style-type: none">• water• detergent• cutting compound• wax• oil• buffing creams |

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF3005B Enhance finishes

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3005 Enhance finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- On two (2) occasions, one (1) including a curved surface, enhance existing finishes by:
 - cutting down
 - pulling in
 - compounding and buffing
- On two (2) occasions wax and oil to achieve a satin finish
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of hand application techniques
- Functions and safety requirements of hand and power tools, particularly in wet working environments
- Characteristics of compounds, waxes and oils in terms of toxicity, reactivity, flammability and required viscosity
- Methods to prevent contamination of surfaces during and after finishing
- Work flow in relation to the application of finishing material

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand finishing application equipment, compounds, waxes, oils and finishes requiring enhancement.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3006 Repair and touch up surfaces

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying techniques to repair and touch up damaged surfaces.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices
		1.2	Characteristics of the surface and the required surface coating are identified from work orders or instructions
		1.3	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.4	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.5	Tools, equipment and accessories are identified and checked for safe and effective operation for the surface

			coating task
2	Repair surfaces	2.1	Surfaces are checked for contamination and correct preparation according to workplace procedures and standards
		2.2	Products with surface or other faults are identified and assessed
		2.3	Materials required for repair are selected and prepared
		2.4	Repairs are completed to manufacturer standards and/or industry practices
3	Prepare for application of materials	3.1	Techniques for hand application of materials are identified and selected
		3.2	Coating materials required are identified and prepared for the surface coating task
		3.3	Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish
		3.4	Faults are identified and workplace procedures for rectification are followed
4	Apply surface coating	4.1	Surface coatings are applied according to job instructions, manufacturer specifications and workplace procedures
		4.2	Coated products are inspected and approved for suitability for further processing
		4.3	Products which do not meet quality specifications are recoated or tagged for further investigation
5	Clean work area and maintain equipment	5.1	Equipment used is cleaned and inspected for serviceable condition and stored appropriately
		5.2	Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
		5.3	Work area, including painting locations, is cleaned and returned to approved condition
		5.4	Workplace records are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of surface coatings |
| Techniques include: | <ul style="list-style-type: none">• decontamination and repair• stripping• wash off• stoppings• epoxy• button lac• water putty• wax• plugs and refinishing |
| Surface faults include: | <ul style="list-style-type: none">• machine marks• bruising• pencil marks• grease• cross-sanding marks• scratches• glue marks• dirt marks |

	<ul style="list-style-type: none">• insect and termite holes• holes• knots• blisters• rubber marks• burns or tears• ropiness and foreign matter in the polish
Surfaces include:	<ul style="list-style-type: none">• solid timber• manufactured board• metal
Tools and equipment include:	<ul style="list-style-type: none">• brushes• rollers• soup rubbers• paint trays• power agitators• sanders• liquid containers• scrapers• quirk sticks• sandpapers• cotton rags• hessian• steel wool• sandpaper• abrasive papers
Materials include:	<ul style="list-style-type: none">• lacquers• paints• acrylics• enamels• one-pot polyurethane• methylated spirits• pigments• spirit colours
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and

communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF3006B Repair and touch up surfaces

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3006 Repair and touch up surfaces

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Repair and finish a minimum of four (4) damaged surfaces, including:
 - a strip off and re-finish
 - two (2) touch ups involving different repair techniques
 - with only one (1) being a metal surface
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Repair and touch up techniques
- Decontamination materials, techniques and safety requirements
- Identification of application techniques
- Characteristics of coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to the application of surface coatings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to surface coating application equipment, coatings, other consumables and materials to be repaired.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3007 Apply graining and decorative finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying material to a surface to imitate timber grain and decorative (faux) finishes

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface treatment are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and checked for safe and effective operation for the task |

- | | | | |
|---|--|-----|--|
| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults repaired as appropriate |
| | | 2.3 | Materials required to complete the task are identified and prepared |
| | | 2.4 | Trial applications of material are made to check equipment operation, materials consistency, viscosity and sample match |
| | | 2.5 | Faults and or inconsistencies in colour and surface appearance are identified and workplace procedures for rectification and adjustment are followed |
| 3 | Apply finishing materials | 3.1 | Techniques for application of graining solution and other finishes are identified |
| | | 3.2 | Materials are applied according to job instructions, manufacturer specifications and workplace procedures |
| | | 3.3 | Finished products are inspected and approved for suitability for further processing |
| | | 3.4 | Products which do not meet quality specifications are rectified or tagged for further investigation |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area is cleaned and returned to approved condition, and all areas used for bleaching are washed down with water |
| | | 4.4 | Workplace records are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of surface coatings |
| Graining and decorative finishes include: | <ul style="list-style-type: none">• ragging• stippling• ageing• distressing• others |
| Surfaces include: | <ul style="list-style-type: none">• solid timber• manufactured board• metal |
| Tools and equipment include: | <ul style="list-style-type: none">• liquid containers• rubber gloves• face masks• spray booths• spray guns• compressor• air lines• brushes• sanding block |

Materials include:	<ul style="list-style-type: none">• brushes• graining tools• water• abrasive papers• cotton rags• hessian• lacquer-based wiping stain• polyurethane wiping stain• spirit stain• pigment oil stain• proprietary brand stains• pigments• acrylic paint• enamel
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF3007B Apply graining and decorative finishes

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3007 Apply graining and decorative finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply graining solution to imitate a minimum of two (2) different timber species
- Apply material to imitate a marble finish and one (1) other finish type
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
-

Knowledge Evidence

- Application of stains, fillers and bleaches
- Decontamination materials, techniques and safety requirements
- Identification of application techniques
- Characteristics of graining and coating materials in terms of toxicity, reactivity, flammability and viscosity
- Characteristics of coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to the application of surface coatings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to surface coating application equipment, coatings, other consumables and materials to be repaired.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3008 Apply traditional French polishing techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers hand application of shellac polish to timber surfaces using traditional French polishing techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Plan and prepare for work	1.1	Work requirements are correctly identified from drawings, specifications and instructions
		1.2	Quality assurance requirements are recognised and adhered to in accordance with company operations
		1.3	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.4	Tools and equipment selected are consistent with job requirements and work instructions, checked for safety and serviceability, and any faults reported to supervisor
		1.5	Skinning in, bodying up and spiriting out/stiffening up rubbers are prepared consistent with the requirements of

			the work
2	Prepare for application of polish	2.1	Surfaces are checked for contamination and correct preparation according to workplace procedures and standards
		2.2	Products with surface or other faults are identified and faults are reported or repaired
		2.3	Techniques for hand application of polish using traditional methods are identified and used according to workplace procedures
		2.4	Materials and equipment suitable for skinning in, bodying up and spiriting out/stiffening up operations are prepared
		2.5	Surfaces are stained, filled in and then sealed with polish using a mop brush, blender or swooge
3	Skin in job surface	3.1	Surface is lightly sanded and checked for defects which are rectified in accordance with workplace procedures
		3.2	Skinning in rubber is suitably charged with polish having regard for job colour and clarity
		3.3	Surface is skinned in, covering small areas at a time, using correct amount of pressure and suitable rubber movements
		3.4	Pumice powder is applied, as necessary, in accordance with workplace procedures
		3.5	Skinned in surface is inspected and any defects are repaired using suitable materials
4	Body up a skinned in surface	4.1	Polish, lubricating oil and pumice powder is used to body up the skinned in surface, using correct amount of pressure and suitable rubber movements
		4.2	Rubber and job surface are continuously monitored to evaluate their condition
		4.3	Body up rubber is recharged and lubricating oil and pumice are applied, as necessary, to ensure surface faults and blemishes do not develop
		4.4	Bodied up surface is full and flat with an even sheen and shows no blemishes

5	Spirit off/stiffen up surface	5.1	Surface is stiffened up/spirited off using correctly charged rubber, correct amount of pressure and suitable rubber movements
		5.2	Stiffened up/spirited off surface is free of oil, full, flat with an even sheen and shows no blemishes or rubber marks
6	Clean up work area	6.1	Workplace is cleared of debris and unused materials
		6.2	Rubbers are stored separately in airtight glass or plastic containers in accordance with workplace procedures
		6.3	Tools and equipment are cleaned, maintained and stored

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the process of French polishing

Polishes include:	<ul style="list-style-type: none">• shellac• button lac• de-waxed lac• de-waxed/de-coloured lac• white or bleached lac
Surfaces include:	<ul style="list-style-type: none">• solid timber or veneered manufactured board
Lubricating oils include:	<ul style="list-style-type: none">• paraffin• linseed
Surface faults include:	<ul style="list-style-type: none">• machine marks• bruising• pencil marks• grease• cross-sanding marks• scratches• glue marks• dirt marks• insect and termite holes• holes• knots• blisters• rubber marks• burns or tears• ropiness and foreign matter in the polish
Tools and equipment include:	<ul style="list-style-type: none">• filler blades• brushes• abrasive papers• skinning in• bodying up and spiriting out rubbers• mop brush• blender• swooge and scrapers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFF3008B Apply traditional French polishing techniques

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3008 Apply traditional French polishing techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Accurately apply traditional French polishing techniques on a minimum of two (2) occasions which must include and cover flat and curved surfaces and an enclosed panel
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
-

Knowledge Evidence

- Workplace and equipment safety requirements, including relevant regulations, codes and standards
- Construction techniques of rubbers
- Safe handling of materials associated with traditional French polishing, including:
 - lac
 - polishes
 - paraffin and linseed oils
 - methylated spirits
- Shellac mixing procedures
- Repair techniques to defects in timber surfaces and polish film
- Appropriate rubber charging and movements for each stage of French polishing

- Storage requirements for lac products and rubbers

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to French polishing materials, timber components/furnishings requiring polish and cleaning materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFF3009 Set up, operate and maintain computer numerically controlled (CNC) coating systems

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining CNC coating systems in order to apply coatings to specifications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture finishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for work	1.1	Characteristics of the surface and the required surface coating are identified from work orders or instructions
		1.2	Processing and application techniques, time and safety requirements are identified and used for work planning
		1.3	Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work
		1.4	Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task

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|---|--|-----|---|
| | | 1.5 | Coating materials are identified and prepared |
| 2 | Check and prepare for spraying | 2.1 | Products with surface or other faults are identified and faults reported or repaired as appropriate |
| | | 2.2 | Other products and equipment in the workplace are protected from overspray |
| | | 2.3 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 2.4 | Machine faults are identified and rectified or reported |
| | | 2.5 | Material faults are identified and workplace procedures for rectification are followed |
| 3 | Apply surface coating | 3.1 | Surfaces are kept free of contamination |
| | | 3.2 | Surface coatings are applied according to workplace procedures |
| | | 3.3 | Surface coating viscosity and coverage is monitored and checked against workplace requirements for even spread and thickness |
| | | 3.4 | Rectification of surface faults are made as required |
| | | 3.5 | Products are inspected and approved for suitability for further processing |
| | | 3.6 | Defects are dealt with and/or reported in accordance with workplace procedures |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area, including spray booth is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate organisational abilities, judgement and problem solving in the application of surface coatings |
| Surface coatings include: | <ul style="list-style-type: none">• curtain coating• UV coating• tumbling• dipping• electrostatic powder coating |
| Tools and equipment include: | <ul style="list-style-type: none">• computerised spray system• electrostatic spray guns• baking ovens• barrel tumblers• spray booths• liquid containers• compressor and hoses• screwdrivers• shifting spanner and spanners• ford cup |
| Materials to be applied | <ul style="list-style-type: none">• stains• lacquers |

include:

- wax
- oil
- two-pack polyurethane
- three-pack polyester
- enamels
- acrylics
- powder coating

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFF3009B Set up, operate and maintain CNC coating systems

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFF3009 Set up, operate and maintain computer numerically controlled (CNC) coating systems

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select and apply surface coatings, including the adjustment of system controls, to effect required coating using a minimum of two (2) different CNC systems for curtain coating, UV coating, tumbling, dipping, and electrostatic powder coating tasks
- Maintain equipment and work area, including spray booth
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of CNC coating system equipment, processes and procedures
- Characteristics of coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Effects of fumes, heat and other radiations on surface coatings
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to spraying operations

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to CNC coating systems and equipment, spray booth, coatings and cleaning products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL1001 Complete simple floor covering installation

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers completing installation of timber, carpet or resilient floor coverings in a simple context.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Lay out materials	1.1	Plans and/or drawings are read and interpreted
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.4	Suitable adhesives, trims and accessories are selected if required

		1.5	Materials are laid out to meet specification requirements and minimise waste and joins
2	Prepare materials for installation	2.1	Sequence of work is planned to ensure lay out and fixing is in logical order
		2.2	Underlay is cut to specification
		2.3	Materials are cut to shape, length and size for final laying
		2.4	Adhesives and edge strips are prepared for use as required
3	Lay flooring	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Appropriate underlay is laid according to manufacturer recommendations
		3.3	Materials for fixing are organised and used in accordance with relevant safety management requirements
		3.4	Fixing methods and equipment are used following manufacturer recommendations
		3.5	Finished job is inspected and any imperfections are rectified following workplace procedures
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- this unit is designed for a VET in Schools or equivalent program where the level of supervision is likely to be more direct than under normal working conditions
 - WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individual to demonstrate some discretion, judgement and problem solving
 - simple floor covering contexts include those where:
 - sub-floor preparations are not required or have been completed
 - the area to be covered is rectangular or square
 - no pattern, border design or colour matching is required
- Timber flooring includes:**
- floating floor
 - strip timber flooring (non-structural)
 - parquetry and cork tiles
- Carpet flooring includes:**
- tufted carpet
 - woven carpet
 - needle punch carpet and fusion bonded carpet
- Resilient flooring includes:**
- homogenous/heterogeneous backed PVC
 - linoleum sheet
 - rubber sheet and composition vinyl
- Tools and equipment for timber floor covering installation include:**
- drop saw
 - jig saw
 - hand saw
 - undercut saw
 - plunge saw
 - nail gun
 - straight edge

Tools and equipment for carpet floor covering installation include:

- cramps
- clamps
- hammer
- bar scribe
- tape measure and utility knife
- carpet knee kicker
- power stretcher
- carpet wall trimmer
- trolley
- hammer
- trimming knife
- spiked carpet roller
- weight or seam roller
- awl
- carpet spreader
- carpet shears
- napping shears and tape measure

Tools and equipment for resilient floor covering installation include:

- utility knife
- straight edge
- square
- chalk and chalk-line
- tape measure
- hacksaw
- serrated trowel
- hammer
- scribing bar
- divider
- roller
- gas bottle and gun
- rubber mallet
- paint brush and bucket
- spatula knife
- trolley and wall trimmer

Materials include:

- flooring materials
- underlay
- edge strips
- reducing strips
- tapes
- adhesives
- adhesive tapes
- skirting
- domestic carpet gripper strips

Personal protective equipment includes:

- heat seam tape
- hessian tape and thread
- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL1001A Complete simple floor covering installation

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL1001 Complete simple floor covering installation

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply ventilation standards
- Complete a minimum of one (1) simple floor covering installation, which may be either timber, carpet or resilient flooring
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of flooring materials
- Types and uses of installation tools and equipment
- Types, characteristics, uses and limitations of fixing methods and adhesives
- Types, characteristics, uses and limitations of underlays
- Workplace safety system requirements related to flooring installation
- Work flow in relation to flooring installation operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to timber, carpet or resilient flooring materials; timber, carpet or resilient flooring tools and equipment; installation materials and area requiring flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2001 Use flooring technology sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using hand and power tools in applications relating to the flooring and finishing sector of the furnishing industry. It supports competent workplace performance in the wide variety of flooring technology operations in a work room and on-site environment and involves application of skills and knowledge at a production and trade worker level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify hand and power tools	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the use of flooring sector hand and power tools. are verified and complied with
		1.2	Types of hand and power tools and their functions are identified from relevant information sources
2	Select and use hand tools	2.1	Hand tools are selected consistent with the needs of the job
		2.2	Tools are checked for serviceability and safety and any faults are corrected or processed for repair

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| | | 2.3 | Equipment is selected to hold or support material for hand tool application where applicable |
| | | 2.4 | Material is located and held in position for hand tool application |
| | | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 | Appropriate personal protective equipment is selected, correctly fitted and used |
| | | 3.2 | Power tools are selected consistent with the needs of the job in accordance with conventional work practice |
| | | 3.3 | Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults are sent for repair |
| | | 3.4 | Equipment is selected to hold or support materials for power tool application where applicable |
| | | 3.5 | Material is located and held in position for power tool application where applicable |
| | | 3.6 | Power tools are safely and effectively used in application processes |
| | | 3.7 | Power tools are safely located when not in use |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures, or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements |
| Flooring (preparation) sector hand and power tools include: | <ul style="list-style-type: none">• angle grinder• scrapers• skutch hammers and chisels• bolsters• hand brushes and brooms• vacuum cleaners• hand trowels• smoothing trowels• spikey roller• spike shoes• carborundum stone• spatulas• gauging tools• screed bar• laser levels• string lines• drills• mixing paddles• batching buckets• moisture meters |

**Flooring (carpet) sector
hand and power tools
include:**

- material pumps
- utility knife
- carpet knee kicker
- power stretcher
- carpet wall trimmer
- carpet stair tool
- trolley
- hammer
- trimming knife
- heat seam iron
- spiked carpet roller
- weight or seam roller
- awl
- carpet spreader
- carpet shears
- napping shears
- loop pile cutter
- moulding lifter
- sewing needle

**Flooring (resilient) sector
hand and power tools
include:**

- utility knife
- straight edge
- square
- chalk and chalk-line
- tape measure
- hacksaw
- serrated trowel
- hammer
- edge trimmer
- recess scribe and pre-formed linoleum recess scribes
- scribing bar
- grooving tool
- straight edge
- divider
- roller
- gas bottle and gun
- rubber mallet
- paint brush and bucket
- spatula knife
- trolley
- liquid seam sealer
- seam sealer applicator
- wall trimmer

	<ul style="list-style-type: none">• hot air welding gun• furling iron• trolley
Flooring (timber) sector hand and power tools include:	<ul style="list-style-type: none">• hammer• compressor• staple gun• bar scribe• utility knife• straight edge• drill• hand saw• chisels• drop saw• nail gun• secret nails• planer• circular saw• combination saw
Sources of power supply include:	<ul style="list-style-type: none">• single or three phase
Fault reporting includes:	<ul style="list-style-type: none">• verbal or written reporting
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2001A Use flooring technology sector hand and power tools

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2001 Use flooring technology sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply sector hand and power tools correctly and safely
- Complete operator maintenance on sector hand and power tools
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to preparing and presenting design information relevant to the use of hand and power tools
- Organisational and site standards, requirements, policies and procedures for preparing and presenting design information for the use of hand and power tools
- Types of hand and power tools and procedures for their safe use, operation and maintenance
- Function, purpose and operator maintenance requirements of hand tools used in the furnishing technology workplace
- Function, purpose and operator maintenance requirements of power tools used in the furnishing technology workplace
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a range of hand and power tools relevant to the sector and manufacturer/user instructions and/or manuals.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2002 Receive and prepare floor covering materials for installation

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, preparing, packaging, protecting, transporting and loading floor covering materials to an installation site with minimum damage to floor coverings and components. Acclimatisation on site is required to ensure that material being installed is installed whilst at the same temperature and humidity as the area being covered so that the fitted material does not subsequently shrink or stretch from its fitted form.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify preparation requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to receiving, preparing, packaging, protecting, transporting, loading and storage of floor coverings are verified and complied with
		1.2	Floor covering materials to be prepared are identified against work orders
		1.3	Instructions, work plans and product information are read and interpreted to identify the preparation process

			required to complete work tasks
		1.4	Details of the site conditions, including safety and security requirements, are confirmed from reports or physical inspection
		1.5	Delivery point, access and storage on site are identified and methods for loading/hoisting floor coverings are determined
		1.6	Size, shape and special packaging requirements are determined for transportation to site
		1.7	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
2	Receive flooring materials	2.1	Flooring materials are received and segregated into products
		2.2	Received materials are checked against delivery documentation for type and quantity
		2.3	Received materials are inspected for defects and damage and unacceptable items rejected or segregated
		2.4	Receipt documentation is completed to enterprise procedures
3	Prepare and package floor coverings	3.1	Types and quantities of materials required for the work plan are confirmed
		3.2	Floor coverings are laid out, measured and cut to required size
		3.3	Floor coverings and accessory products are packaged ready for transport to site taking into account potential damage factors
4	Load floor coverings on to the worksite	4.1	Roles and related responsibilities for the successful completion of the loading and lifting activity are identified and applied
		4.2	Time requirements to complete the loading/lifting of floor coverings are estimated
		4.3	Materials handling equipment appropriate to the task is selected, accessed and used in accordance with regulatory and/or site requirements

		4.4	Labour requirements to support the floor covering loading/lifting requirements are confirmed and accessed
		4.5	Movement activities are completed as an individual or working directly with others as required by the work tasks
5	Store floor coverings and accessories on site	5.1	Condition of floor coverings and accessory products are observed on arrival on site and any damaged product is identified and separated for further action
		5.2	Floor coverings and accessory products are stored on site observing any requirements for protection from potential damage factors
		5.3	Product and site acclimatisation requirements are identified and satisfied
		5.4	Materials are stacked appropriately for weight loading, size and crushability of floor coverings or accessory products
		5.5	Products are located to enable ready access when required on site
		5.6	Work is undertaken in accordance with workplace procedures
6	Complete housekeeping	6.1	Packing materials are stored or recycled as required
		6.2	Tools and equipment are cleaned and stored appropriately
		6.3	Work area is cleaned and rubbish disposed of appropriately
		6.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures, or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Floor covering materials include:	<ul style="list-style-type: none">• underlays• carpets• resilient• timber and cork products• non-perishable inventory required to support installation operations
Tools and equipment include:	<ul style="list-style-type: none">• pre-fabricated and fixed shelving• open and enclosed pallets• shipping containers• non-motorised lifting and movement aids• other material handling equipment
Potential damage factors include:	<ul style="list-style-type: none">• humidity• moisture• temperature• weather effects• handling• crushing• scratching• contamination
Materials handling equipment include:	<ul style="list-style-type: none">• those restricted to non-regulated machines and appliances
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2002A Receive and prepare floor covering materials for installation

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2002 Receive and prepare floor covering materials for installation

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare, package, protect, transport and load floor coverings and plan layout of storage areas taking into account potential damage factors
- Establish and maintain storage areas for floor covering materials
- Use a range of non-regulated materials handling devices
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to handling, transporting and storage of flooring materials
- Potential damage factors to flooring products
- Organisational and site standards, requirements, policies and procedures for handling, transporting and storage of flooring materials
- Characteristics of materials, products and common defects
- Work flow in relation to use of goods and materials in store
- Requirements for minimising damage to and maintaining contaminant free unfinished materials goods and completed products
- Potential hazards, including fire and explosion risk, security issues and operator safety, around products to be stored

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Set-up and operation of loading/lifting equipment
- Appropriate controls and safety equipment to manage risk
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Requirements of working with others in a team
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic requirement to receive, prepare, package, move and store floor coverings and associated materials; materials and equipment relevant to the preparation of floor coverings; a range of non-regulated materials handling devices; and material specifications and work instructions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2003 Select, operate and maintain floor covering cutting machine

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers operating and maintaining cutting machine equipment in applications relating to a wide variety of floor coverings preparation in a workroom.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the use of cutting equipment are verified and complied with
		1.2	Types of cutting equipment and their functions are identified from relevant information sources
		1.3	Sources of power supply are recognised
2	Start-up checks on cutting equipment	2.1	Cutting equipment and attachments are selected consistent with the needs of the job

	are conducted	2.2	Cutting equipment is checked for serviceability and safety and any faults are correct or processed for repair
3	Prepare to cut floor coverings	3.1	Appropriate personal protective equipment is selected, correctly fitted and used
		3.2	Roll of floor covering is loaded onto the cutting machine
		3.3	Preparation is carried out to measure the floor covering
		3.4	Counter is programmed to make the cut
4	Cut floor coverings	4.1	Work sequence and starting point are selected
		4.2	Floor coverings are rolled up and cut
		4.3	Roll of floor coverings is removed from the cutting machine
		4.4	Cut floor coverings are wrapped
5	Complete housekeeping	5.1	Unused materials are stored or recycled as required
		5.2	Tools and equipment are cleaned and stored appropriately
		5.3	Work area is cleaned and rubbish disposed of appropriately
		5.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individual to demonstrate some discretion, judgement and problem solving
- Types of cutting equipment include:**
- 'cut and roll' floor covering cutting machines
- Sources of power supply include:**
- electric
 - pneumatic
- Attachments include:**
- computer-aided software
- Fault reporting includes:**
- verbal or written reporting
- Australian Standards include:**
- AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General
 - AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2003A Select, operate and maintain floor covering cutting machine

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2003 Select, operate and maintain floor covering cutting machine

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Cut resilient and carpet floor coverings using 'cut and roll' floor covering cutting machines to manufacturer specification and enterprise requirements
- Complete operator maintenance on floor covering cutting equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the use of floor covering cutting equipment
- Relevant standards, including AS/NZS 2455.1:2007 Textile floor coverings - Installation practice – General and AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
- Organisational and site standards, requirements, policies and procedures for the use of floor covering cutting equipment
- Types of floor covering cutting machines and procedures for their safe use, operation and maintenance
- Floor covering cutting machine attachments, their uses, limitations and maintenance requirements
- Environmental protection requirements

- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to access to a floor covering cutting machine, manufacturer/user instructions and/or manuals, and floor covering material required to be cut.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2004 Moisture test timber and concrete floors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers moisture testing and formally reporting on the condition of timber and concrete floors. It applies to a wide variety of flooring technology operations in an on-site environment and involves application of skills and knowledge at a sub-trade and trade worker level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to moisture testing timber and concrete are verified and complied with
		1.2	Customer enquiry and relevant information are consulted to determine the type of proposed flooring operation and other work requirements
		1.3	Moisture content requirements for the proposed flooring are determined from manufacturer or workplace

		information
		1.4 Tools, equipment and required materials are obtained and prepared for the work
2	Conduct moisture testing on timber flooring and components	2.1 The type of floor construction materials and the building floor structure and substructure are identified
		2.2 Timber flooring is visually inspected to identify irregularities in moisture content
		2.3 Ventilation flow is confirmed and irregularities noted
		2.4 Floor joists, bearers and stumps are visually checked for moisture content irregularities
		2.5 Moisture testing of timber flooring, floor joists, bearers and stumps, and equilibrium moisture content (EMC) is completed in accordance with the approved process and standard
3	Conduct moisture testing on concrete floors	3.1 The type of floor construction materials and the building floor structure and substructure are identified
		3.2 Concrete floor is visually inspected to identify irregularities in moisture content
		3.3 Moisture testing is completed in accordance with the approved process and Australian Standard
4	Notify findings of moisture tests	4.1 Notification of the findings of the moisture tests is completed in accordance with the current and relevant Australian standards
		4.2 Copies of the notification are sent to appropriate personnel and suitably filed following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- WHS
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- use of personal protective equipment
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Organisational requirements 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
- WHS
- 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)

Relevant information

- workplace procedures relating to the use and operation of

includes:	<ul style="list-style-type: none">moisture testing tools and equipmentworkplace instructions, including job sheets, plans, drawings and designsworkplace procedures relating to notification and communicationsmanufacturer instructions for the use of moisture testing equipment and materials
Tools and equipment include:	<ul style="list-style-type: none">electrical resistance metertimber probetape measurehygrometerthermometer probetemperature gaugerelative humidityelectric drillmasonry drill bits
Materials include:	<ul style="list-style-type: none">timber strip flooringconstruction sheet flooringconcrete floorsabove grade, on grade and below grade floors
Timber moisture tests include:	<ul style="list-style-type: none">tests for moisture content of timber flooring, floor joists, bearers and stumps rotting, insect attack and cross-flow ventilation
Concrete moisture tests include:	<ul style="list-style-type: none">checks for moisture, damage to expansion joint, concrete surface for weakness or damage and for the presence of curing agentsinvasive in-situ probe test (ASTM F2170)
Inspection notifications include:	<ul style="list-style-type: none">the type and number of moisture tests completedinspection findingssuggested remedies to any faults identifiedrecommendations for the selected flooring

Unit Mapping Information

Supersedes and is equivalent to LMFFL2004A Moisture test timber and concrete floors

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2004 Moisture test timber and concrete floors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for sub-floor inspection
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - an electrical resistance moisture test on timber flooring, floor joists, bearers and stumps, including written notification of the test results
 - a hygrometer moisture test on concrete flooring, including written notification of test results
 - a capacitance moisture test on concrete flooring, including written notification of test results
- Modify activities to cater for variations in workplace contexts and environment
- Collect, organise and understand information related to work orders, plans and safety procedures
- Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of moisture testing outcomes and problems
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use pre-checking and inspection techniques to anticipate moisture testing problems to avoid re-work and wastage
- Diagnose and identify the causes and consequences of moisture irregularities
- Recognise and respond to circumstances outside instructions or personal competence
- Plan and organise activities, including the obtaining of equipment and materials to avoid any backtracking, work flow interruptions or wastage
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- Maintain current knowledge of:
 - moisture testing equipment and processes

- timber and concrete materials
- Use the workplace technology related to the moisture testing of timber and concrete, including tools, equipment, calculators and measuring devices

Knowledge Evidence

- Workplace safety system requirements related to moisture testing timber and concrete
- Types, characteristics and moisture content of:
 - timber sub-floor structures
 - concrete sub-floor structures
- Types and uses of moisture testing equipment and procedures for their safe use, operation and maintenance
- Requirements for moisture content of selected timber flooring components
- Characteristics and requirements of sub-floor moisture testing
- Work flow in relation to moisture testing processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to testing equipment, tools and materials relevant to moisture testing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2005 Remove existing floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers removing existing floor coverings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to floor covering removal are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.4	Sequence of work is planned to ensure removal of floor coverings is in logical order

		1.5	Materials and equipment are prepared and positioned for use
2	Remove floor coverings	2.1	Starting point is selected to ensure entry and exit access throughout the operation
		2.2	First section of floor covering is removed
		2.3	Removed floor coverings are securely packaged in manageable bundles for removal from the area
		2.4	Remaining floor covering is progressively removed
		2.5	Exposed floor is checked, and any protruding nails, carpet grippers, adhesives, levelling compounds and remnants of floor covering are removed
3	Complete housekeeping	3.1	Unused materials are stored or recycled as required
		3.2	Tools and equipment are cleaned and stored appropriately
		3.3	Work area is cleaned and rubbish disposed of appropriately
		3.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and

	dangerous goods codes, and local safe operating procedures or equivalent
	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• hammer• moulding lifter• scraper• utility knife• vacuum cleaner• vinyl tile lifter• floor stripper• adhesive tape• twine• rubbish bags
Floor coverings include:	<ul style="list-style-type: none">• carpet and carpet tiles• hard and soft underlay• resilient sheet and tiles• parquetry• strip timber• floating floor• cork tiles
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2101A Remove existing floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2005 Remove existing floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Remove at least one (1) of each of the following floor coverings:
 - carpet with soft underlay and gripper strips
 - parquetry with hard underlay
 - resilient floor covering installed on concrete
 - carpet, resilient and cork tile
 - adhesive bonded carpet
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to removing floor coverings
- Organisational and site standards, requirements, policies and procedures for removing existing floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Procedures for the recording, reporting and maintenance of workplace records and information
- Characteristics and techniques of fixing floor coverings
- The correct use of equipment, processes and procedures to remove floor coverings
- Workplace safety system requirements related to removing floor coverings
- Work flow in relation to removing floor coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to specifications and work instructions, materials and equipment relevant to removing existing floor coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2006 Prepare, select and apply smoothing and patching compounds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, selecting and applying cementitious products using smoothing and skim coating techniques to concrete and timber sub-floors in readiness for the installation of floor coverings and coatings for internal and external applications.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.						
1 Prepare for work	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to selecting and applying smoothing and patching compounds for sub-floor preparation are verified and complied with</td></tr><tr><td>1.2</td><td>Instructions and/or plans are read and interpreted to identify the process required to complete work tasks</td></tr><tr><td>1.3</td><td>Floors are inspected to ensure that they are dry, smooth, plane, sound and clean in accordance with Australian</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to selecting and applying smoothing and patching compounds for sub-floor preparation are verified and complied with	1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks	1.3	Floors are inspected to ensure that they are dry, smooth, plane, sound and clean in accordance with Australian
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to selecting and applying smoothing and patching compounds for sub-floor preparation are verified and complied with						
1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks						
1.3	Floors are inspected to ensure that they are dry, smooth, plane, sound and clean in accordance with Australian						

		Standards, and the extent of preparation is confirmed
	1.4	Trial applications of surface materials are made to determine the suitability of the primer to the sub-floor, and the appropriateness of the smoothing compound to smoothing requirements and compatibility to the primer and sub-floor application
	1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.6	Material safety data sheets (MSDS), or equivalent, are read and applied during the work
	1.7	Materials and equipment are prepared and positioned for use
	1.8	Surfaces are cleaned in accordance with manufacturer recommendations
2	Apply levelling compounds and primers	2.1 Surface coating is applied with the depth and coverage in accordance with manufacturer specifications and job requirements
		2.2 Levelled floor is checked and cleared for further processing
3	Apply levelling compounds and primers to timber sub-floors	3.1 Surfaces are checked for contamination, moisture content and suitable preparation
		3.2 MSDS, or equivalent, are read and applied during the work
		3.3 A mixing station is established where materials and equipment are prepared and positioned for use
		3.4 Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish
		3.5 Levelled floor is checked and cleared for further processing
4	Complete housekeeping	4.1 Unused materials are stored or recycled as required
		4.2 Tools and equipment are cleaned and stored appropriately
		4.3 Work area is cleaned and rubbish disposed of

appropriately

4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Surface materials include:	<ul style="list-style-type: none">• compounds used to repair, level, smooth or skim a sub-floor of timber or concrete
Tools and equipment include:	<ul style="list-style-type: none">• finishing trowel• grouping and batching buckets• mixing palette• hair broom• trolley• plastic sheeting• mixing drill• screed bar
Australian Standards	<ul style="list-style-type: none">• AS/NZS 2455.1:2007 Textile floor coverings - Installation practice – General

- include:**
- AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2102A Prepare, select and apply smoothing and patching compounds

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2006 Prepare, select and apply smoothing and patching compounds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete, to Australian Standards, a minimum of two (2) sub-floor preparations which are to include:
 - a patch and repair
 - a level pour
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to floor patching and smoothing techniques
- Organisation and site standards, requirements, policies and procedures for applying smoothing and patching compounds
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General

- AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
Characteristics of materials, products and defects
- Set-up and operation of equipment
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements of concrete and timber sub-floor preparation
- Type, characteristics, uses and limitations of smoothing compounds and primers
- Workplace safety system requirements related to the application of smoothing compounds and primers

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to sub-floor smoothing and patching activities.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2007 Select and apply appropriate compounds and additives

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and applying appropriate compounds and additives to sub-floors in preparation for the installation of floor coverings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify the sub-floor properties	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the use of appropriate compounds and additives are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Appropriate personal protective equipment is selected, correctly fitted and used
		1.4	The type of floor and wall construction and the building

			floor and wall structure and sub-structure are identified
		1.5	Datum lines are run and checked to confirm dimensions
		1.6	Timber and/or concrete flooring inspections are completed to identify irregularities
		1.7	Wall inspections are completed to identify irregularities
2	Select appropriate compounds and additives	2.1	Types of floor and wall preparation compounds and additives and their functions are identified from relevant information sources
		2.2	Sub-floors and walls are checked for contamination, moisture content, plane, smooth and suitable preparation
		2.3	Suitable compounds and additives are selected consistent with the needs of the job
3	Prepare compounds and additives	3.1	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		3.2	Selected compounds and additives for application are organised and prepared in accordance with relevant safety management requirements
		3.3	The method of application is selected
		3.4	Sequence of work is planned to ensure the application of appropriate compounds and additives is in logical order
4	Apply compounds and additives	4.1	Working lines are established and starting point is selected
		4.2	Mixing station is established and selected compounds and additives are mixed to manufacturer instructions
		4.3	Selected compounds and additives are applied to the sub-floor surface following manufacturer instructions
		4.4	Sub-floors are inspected and re-worked as required
5	Complete housekeeping	5.1	Tools and equipment are cleaned and stored appropriately
		5.2	Work area is cleaned and rubbish disposed of appropriately
		5.3	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Appropriate compounds and additives include: | <ul style="list-style-type: none">• preparation primers• self-smoothing/levelling cements• pumpable cement base floor leveller• two part, chemically cured epoxy coating for porous concrete floors• rapid setting and drying repair mortar• latex powder and emulsion based sub-floor smoothing compounds• synthetic resin dispersion• high polymer cement-based finishes |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• straight edge• square• tape measure• spirit level• screed bar |

- gauging tool
 - finishing trowel
 - corner trowel
 - spatula
 - rollers
 - brushes
 - measuring buckets
 - batching buckets
 - mixing drill
 - mixing paddle
 - trolley
- Materials include:**
- sanding paper
 - grinding discs
 - carborundum brick
 - smoothing and repairing compounds
 - primers
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2103A Select and apply appropriate compounds and additives

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2007 Select and apply appropriate compounds and additives

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of three (3) applications where appropriate compounds and additives are selected, prepared and applied to substrates in preparation for finish coverings
- Modify activities to cater for variations in workplace context and environment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to appropriate compounds and additives
- Organisation and site standards, requirements, policies and procedures for applying appropriate compounds and additives
- Characteristics and requirements of concrete and timber sub-floor preparation
- Characteristics and requirements of concrete and fibre board wall preparation
- Types, characteristics, uses and limitations of compounds and additives
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Set-up and operation of equipment

- Workplace safety system requirements related to the application of appropriate compounds and additives
- Appropriate mathematical procedures for estimation and measurement
- Relevant problem identification and resolution techniques
- Environmental protection requirements
- Established communication channels and protocols
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to the application of compounds and additives.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2008 Prepare concrete sub-floors using wet cleaning methods

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers wet cleaning concrete sub-floors using high and low pressure water cleaning applications relating to sub-floor preparation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------------------|-----|---|
| 1 | Identify wet cleaning operations | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of wet cleaning methods are verified and complied with |
| | | 1.2 | Types of wet cleaning equipment and their functions are identified from relevant information sources and Australian Standards |
| | | 1.3 | Sources of power supply are recognised |
| 2 | Select wet | 2.1 | Wet cleaning method, equipment and attachments are |

	cleaning method		selected consistent with the needs of the job
		2.2	Wet cleaning equipment is checked for serviceability and safety and any faults are corrected or processed for repair
		2.3	Sequence of work is planned to ensure efficiency and quality of sub-floor cleaning
3	Prepare sub-floor for cleaning	3.1	Appropriate personal protective equipment is selected, correctly fitted and used
		3.2	Fittings and fixtures are removed from the sub-floor
		3.3	Sub-floor is cleared of loose debris and dirt, and cleaned
		3.4	A safe flooring technology work environment is established and maintained
4	Clean the floor	4.1	The start point is established and work plan implemented
		4.2	Perimeter is cleaned using appropriate method and equipment
		4.3	Main area is cleaned to the required standard using the most appropriate available equipment in accordance with manufacturer specifications
		4.4	Floor area is inspected and re-worked as required
5	Complete housekeeping	5.1	Tools and equipment are cleaned and stored appropriately
		5.2	Work area is cleaned and rubbish disposed of appropriately
		5.3	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Wet cleaning methods include: | <ul style="list-style-type: none">• high and low pressure water hosing• detergent cleaning• acid etching |
| Types of wet cleaning equipment include: | <ul style="list-style-type: none">• low pressure sprayer• booster pump• air compressor• hand held lance• plastic sprinkling can• mop• stiff broom• floor scrubber• disc machine equipment with abrasive bristle brushes• power washer• suitable nozzle tips• pressure rated hoses• wet/dry vacuum• squeegee• run-off protection |
| Sources of power supply include: | <ul style="list-style-type: none">• single or three-phase• propane |
| Attachments include: | <ul style="list-style-type: none">• wet/dry vacuum attachment• suitable nozzle tips• run-off protection |
| Fault reporting includes: | <ul style="list-style-type: none">• identifying any faults in the operation of wet cleaning equipment |

Fittings and fixtures include:	<ul style="list-style-type: none">• verbal or written reporting• nails• door stops• gripper strips• metal mouldings
Australian Standards include:	<ul style="list-style-type: none">• AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General• AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2104A Prepare concrete sub-floors using wet cleaning methods

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2008 Prepare concrete sub-floors using wet cleaning methods

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Adopt and carry out correct procedures prior to and during the application of each of the following wet cleaning methods:
 - high and low water pressure cleaning
 - detergent cleaning
 - acid etching
- Apply ventilation standards
- Complete operator maintenance on wet cleaning high and low water pressure equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the use of wet cleaning methods
- Australian Standards, including AS/NZS 2455.1:2007 Textile floor coverings - Installation practice – General, and AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
- Organisational and site standards, requirements, policies and procedures for the use of wet cleaning methods

- Types and characteristics of high and low water pressure, including requirements for their safe use, operation and maintenance
- High and low water pressure equipment attachments, their uses, limitations and maintenance requirements
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to access to high and low pressure wet cleaning equipment and manufacturer/user instructions and/or manuals.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2009 Select, prepare and apply moisture barriers and damp proof membranes to concrete sub-floors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing concrete sub-floors and applying moisture barriers and damp proof membranes in readiness for the installation of floor coverings and coatings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to moisture barriers and damp proof membranes are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Sub-floors are inspected in accordance with Australian Standards and treatment system identified
		1.4	Tools, equipment and materials are selected and checked

			prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.5	Material safety data sheets (MSDS), or equivalent, are read and applied during work
		1.6	Materials and equipment are prepared and positioned for use
		1.7	Surfaces are cleaned in accordance with manufacturer recommendations
2	Apply moisture suppressant	2.1	Surface coating is applied with the depth and coverage in accordance with manufacturer specifications and job requirements
		2.2	Sub-floor is checked and cleared for further processing
3	Apply moisture barrier	3.1	Moisture is established as hydrostatic pressure, capillary moisture, or new concrete with high moisture content
		3.2	Moisture content is established as reducing, construction moisture or a result of damaged membrane or capillary action
		3.3	All corners, cracks and other penetrations are strengthened
		3.4	barrier material is laid in accordance with manufacturer instructions
		3.5	Second coating is applied as required
		3.6	Sub-floor is checked and cleared for further processing
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Remains of compounds used are cleaned up and disposed of appropriately
		4.3	Tools and equipment are cleaned and stored appropriately
		4.4	Work area is cleaned and rubbish disposed of appropriately
		4.5	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Treatment systems include: | <ul style="list-style-type: none">• construction moisture suppressant system or a moisture barrier:• designed for new concrete with low moisture content or capillary moisture• designed for concrete with hydrostatic pressure, capillary moisture or new concrete with a high moisture content |
| Australian Standards include: | <ul style="list-style-type: none">• AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General• AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, plans, drawings and designs• workplace procedures relating to reporting and communication |

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2105A Select, prepare and apply moisture barriers and damp proof membranes to concrete sub-floors

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2009 Select, prepare and apply moisture barriers and damp proof membranes to concrete sub-floors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete two (2) moisture suppressant/barrier installations:
 - one (1) moisture barrier (dealing with an external moisture problem that may be due to hydrostatic pressure or capillary action)
 - one (1) moisture suppressant (dealing with construction moisture in green concrete)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to moisture suppressants and barrier systems
- Organisational and site standards, requirements, policies and procedures for moisture suppressant and barrier systems
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Types, application and features of moisture barriers and moisture suppressant techniques
- Set-up and operation of equipment
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to moisture suppressant/barrier activities and their specifications.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2010 Prepare walls for coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cleaning and preparing walls to a smooth flat surface in preparation for resilient wall coverings and coatings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements and Australian Standards relevant to wall preparation for coverings on wall substrate are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	The condition of the walls are assessed to prepare walls to a smooth flat surface, and the extent of preparation required is confirmed
		1.4	Suitable primers, smoothing and repairing compounds

- are selected
- 1.5 Surfaces are checked for contamination, moisture content, plane, smooth, square internal and external corners and suitable preparation
 - 1.6 Material safety data sheets (MSDS), or equivalent, are read and applied during the work
 - 1.7 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 1.8 Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
- 2 Apply levelling compounds and primers
- 2.1 A mixing station is established where materials and equipment are prepared and positioned for use
 - 2.2 Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish
 - 2.3 Surface coating is applied with the depth and coverage in accordance with manufacturer specifications and job requirements
 - 2.4 Internal and external corners are checked for square, wall surfaces are checked for plane and smooth and cleared for further processing
 - 2.5 Completed work is checked for flaws in installation and materials and faults rectified
- 3 Complete housekeeping
- 3.1 Unused materials are stored or recycled as required
 - 3.2 Tools and equipment are cleaned and stored appropriately
 - 3.3 Work area is cleaned and rubbish disposed of appropriately
 - 3.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Wall preparation includes: | <ul style="list-style-type: none">• the application of primers, repairing and smoothing cement-based compounds |
| Substrates include: | <ul style="list-style-type: none">• concrete• cement rendered• fibrous cement board• medium and high density fibreboard (MDF/HDF) hard underlay• ply sheeting• hardboard |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• straight edge• square• tape measure• spirit level• screed bar• finishing trowel• corner trowel |

- spatula
 - rollers
 - brushes
 - measuring buckets
 - batching buckets
 - angle grinder
 - trolley
- Materials include:**
- sanding paper
 - grinding discs
 - carborundum brick
 - smoothing and repairing compounds
 - primers
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2106A Prepare walls for coverings

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2010 Prepare walls for coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete, to Australian Standards, a minimum of two (2) wall preparations which are to include:
 - a patch and repair to a wall, including internal and external corners
 - a skim coat to walls, including internal and external corners
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to patching and smoothing techniques
- Organisation and site standards, requirements, policies and procedures for applying smoothing and patching compounds
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements of substrate preparation
- Type, characteristics, uses and limitations of smoothing compounds and primers
- Workplace safety system requirements related to the application of smoothing compounds and primers

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to substrate smoothing and patching activities and their specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2011 Select, operate and maintain grinding equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting, operating and maintaining grinding equipment in applications relating to floor preparation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify grinding equipment	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the use of grinding equipment are verified and complied with
		1.2	Types of grinding equipment and their functions are identified from relevant information sources
		1.3	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.4	Sources of power supply are recognised
2	Select grinding	2.1	Grinding equipment and attachments are selected

	equipment		consistent with the needs of the job
		2.2	Grinding equipment is checked for serviceability and safety and any faults are correct or processed for repair
3	Clean and prepare sub-floor	3.1	Appropriate personal protective equipment is selected, correctly fitted and used
		3.2	Fittings and fixtures are removed from the sub-floor
		3.3	Sub-floor is cleared of loose debris and dirt, and cleaned
4	Smooth the floor	4.1	Work sequence and starting point are selected
		4.2	Perimeter is smoothed using light equipment and appropriate cutter
		4.3	Main area is smoothed to the required standard using the most appropriate available equipment in accordance with manufacturer specifications
		4.4	Floor area is cleaned, inspected and re-worked as required
5	Complete housekeeping	5.1	All tools are cleaned, maintained and stored
		5.2	Equipment is cleaned, maintained and stored
		5.3	Work area is cleared and waste removed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Types of grinding equipment include:	<ul style="list-style-type: none">• single headed• double headed• planetary action grinders
Sources of power supply include:	<ul style="list-style-type: none">• single or three-phase
Attachments include:	<ul style="list-style-type: none">• air cleaning/vacuum attachment• carborundum and diamond stones
Fault reporting includes:	<ul style="list-style-type: none">• verbal or written reporting
Fittings and fixtures include:	<ul style="list-style-type: none">• nails• door stops• gripper strips• metal mouldings
Australian Standards include:	<ul style="list-style-type: none">• AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General• AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2107A Select, operate and maintain grinding equipment

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2011 Select, operate and maintain grinding equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Smooth a concrete sub-floor using single headed, double headed and planetary action grinders correctly and safely to the relevant Australian Standard
- Complete operator maintenance on grinding equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the use of grinding equipment
- Australian Standards, including AS/NZS 2455.1:2007 Textile floor coverings - Installation practice – General, and AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
- Organisational and site standards, requirements, policies and procedures for the use of grinding equipment
- Types of grinders and procedures for their safe use, operation and maintenance
- Grinder attachments, their uses, limitations and maintenance requirements
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to access to single, double and planetary action grinders, manufacturer/user instructions and/or manuals and a realistic smoothing task.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2012 Select, operate and maintain shot blasting equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting, operating and maintaining shot blasting equipment in applications relating to floor preparation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify shot blasting equipment	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the use of shot blasting equipment are verified and complied with
		1.2	Types of shot blasting equipment and their functions are identified from relevant information sources
		1.3	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
2	Select shot blasting equipment	2.1	Shot blasting equipment and shot size are selected consistent with the needs of the job

		2.2	Shot blasting equipment is checked for serviceability and safety and any faults are corrected or processed for repair
3	Clean and prepare sub-floor	3.1	Appropriate personal protective equipment is selected, correctly fitted and used
		3.2	Fittings and fixtures are removed from the sub-floor
		3.3	Sub-floor is cleared of loose debris and dirt, and cleaned
4	Shot blast the floor	4.1	Work sequence and starting point are selected
		4.2	Perimeter is shot blasted using light equipment and appropriate cutter
		4.3	Main area is shot blasted to the required standard using the most appropriate available equipment in accordance with manufacturer specifications
		4.4	Floor area is cleaned, inspected and re-worked as required
5	Complete housekeeping	5.1	Tools and equipment are cleaned and stored appropriately
		5.2	Work area is cleaned and rubbish disposed of appropriately
		5.3	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Sources of power supply include: | <ul style="list-style-type: none">• electrical (single or three-phase) and gas |
| Attachments include: | <ul style="list-style-type: none">• air cleaning/vacuum systems |
| Fault reporting includes: | <ul style="list-style-type: none">• verbal or written reporting |
| Fittings and fixtures include: | <ul style="list-style-type: none">• nails• door stops• gripper strips• metal mouldings |
| Australian Standards include: | <ul style="list-style-type: none">• AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General• AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFL2108A Select, operate and maintain shot blasting equipment

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2012 Select, operate and maintain shot blasting equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Shot blast a minimum of two (2) concrete sub-floors to the relevant Australian Standard
- Complete operator maintenance on shot blasting equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to shot blasting
- Australian Standards, including AS/NZS 2455.1:2007 Textile floor coverings - Installation practice – General, and AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
- Organisational and site standards, requirements, policies and procedures for the use of shot blasting equipment
- Types of shot blasters and procedures for their safe use, operation and maintenance
- Shot blaster attachments, their uses, limitations and maintenance requirements
- Characteristics, uses and limitations of the available shot sizes
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to shot blasting equipment and manufacturer/user instructions and/or manuals, and a reasonable shot blasting task.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2013 Select, operate and maintain demolition equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting, operating and maintaining demolition equipment in applications relating to floor preparation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify demolition equipment	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the use of demolition equipment are verified and complied with
		1.2	Types of demolition equipment and their functions are identified from relevant information sources
		1.3	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.4	Sources of power supply are recognised
2	Select demolition	2.1	Demolition equipment and attachments are selected

	equipment		consistent with the needs of the job
		2.2	Demolition equipment is checked for serviceability and safety and any faults are corrected or processed for repair
3	Clean and prepare sub-floor	3.1	Appropriate personal protective equipment is selected, correctly fitted and used
		3.2	Fittings and fixtures are removed from the sub-floor
		3.3	Sub-floor is cleared of loose debris and dirt, and cleaned
4	Remove floor portions	4.1	Work sequence and starting point are selected
		4.2	Perimeter of floor portion is identified and marked
		4.3	Depth of removal requirement is confirmed
		4.4	Floor portion is removed in the most efficient manner
		4.5	Floor area is cleaned, inspected and re-worked as required
5	Complete housekeeping	5.1	Tools and equipment are cleaned and stored appropriately
		5.2	Work area is cleaned and rubbish disposed of appropriately
		5.3	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Types of demolition equipment include:	<ul style="list-style-type: none">• jack hammers• scrabblers• percussion drills
Sources of power supply include:	<ul style="list-style-type: none">• pneumatic• electric• gas
Attachments include:	<ul style="list-style-type: none">• cutting heads• chisel points• spade tips• spikes• vacuum systems
Fault reporting includes:	<ul style="list-style-type: none">• verbal or written reporting
Fittings and fixtures include:	<ul style="list-style-type: none">• nails• door stops• gripper strips• metal mouldings
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2013 Select, operate and maintain demolition equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Using each of the equipment types listed in the Range of Conditions remove a minimum of two (2) significant floor sections in accordance with job requirements and industry standards
- Complete operator maintenance on demolition equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the use of demolition equipment
- Organisational and site standards, requirements, policies and procedures for the use of demolition equipment
- Types of demolition equipment, their uses, limitations and maintenance requirements, and procedures for their safe use, operation and maintenance
- Demolition equipment attachments, their uses, limitations and maintenance requirements
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate demolition equipment, manufacturer/user instructions and/or manuals, and a realistic demolition task.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2014 Select, operate and maintain scarifying equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using scarifying equipment in applications relating to floor preparation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify scarifying equipment	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the use of scarifying equipment are verified and complied with
		1.2	Types of scarifying equipment and their functions are identified from relevant information sources
		1.3	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.4	Sources of power supply are recognised
2	Select scarifying	2.1	Scarifying equipment and shot size are selected

	equipment		consistent with the needs of the job
		2.2	Scarifying equipment is checked for serviceability and safety and any faults are correct or processed for repair
3	Clean and prepare sub-floor	3.1	Appropriate personal protective equipment is selected, correctly fitted and used
		3.2	Fittings and fixtures are removed from the sub-floor
		3.3	Sub-floor is cleared of loose debris and dirt, and cleaned
4	Scarify the floor	4.1	Work sequence and starting point are selected
		4.2	Perimeter is prepared using an angle grinder
		4.3	Main area is scarified using the most appropriate available equipment in accordance with Australian Standards or subsequent replacement standards
		4.4	Floor area is cleaned, inspected and re-worked as required
5	Complete housekeeping	5.1	Tools and equipment are cleaned and stored appropriately
		5.2	Work area is cleaned and rubbish disposed of appropriately
		5.3	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Australian Standards include:	<ul style="list-style-type: none">• AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General• AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices
Sources of power supply include:	<ul style="list-style-type: none">• electric• gas• petrol
Attachments include:	<ul style="list-style-type: none">• cutting heads• vacuum systems
Fault reporting includes:	<ul style="list-style-type: none">• verbal or written reporting
Fittings and fixtures include:	<ul style="list-style-type: none">• nails• door stops• gripper strips• metal mouldings
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2110A Select, operate and maintain scarifying equipment

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2014 Select, operate and maintain scarifying equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Scarify a concrete sub-floor of a minimum of 10 sq. m to industry standards
- Complete operator maintenance on scarifying equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the use of scarifying equipment
- Organisational and site standards, requirements, policies and procedures for preparing and presenting design information for the use of scarifying equipment
- Types of scarifier attachments, their uses, capabilities and maintenance requirements
- Characteristics, uses and limitations of the available shot sizes
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to access to scarifying equipment and attachments, manufacturer/user instructions and/or manuals and a realistic scarifying task.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2015 Coarse sand timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers coarse sanding of existing floors using a drum or belt driven sanding machine to grade the surface to remove cupping, ridges, high points or deep scratches usually involving three passes and the gradual overlapping of each run.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for the work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to coarse sanding of timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Timber flooring is checked for contamination and moisture content
		1.4	Timber flooring condition is assessed and the extent of

- floor preparation required to meet job specifications is confirmed
- 1.5 Timber flooring is inspected for suitability for sanding operations and any pre-sanding tasks are completed
 - 1.6 Mechanical fixings are removed avoiding damage to equipment and surfaces
 - 1.7 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 1.8 Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
- 2 Conduct coarse sanding operations
- 2.1 Coarse sanding equipment is set up in accordance with manufacturer instructions and operating procedures
 - 2.2 Emergency stops, gauges, guards and controls are identified and checked
 - 2.3 Equipment settings and adjustments are made and checked
 - 2.4 Trial runs are conducted to check machine operations and quality of finished work
 - 2.5 Sanding belts or papers are attached, routinely checked and changed as required
 - 2.6 Sanding is completed systematically and effectively within the minimum required timeframe
 - 2.7 Routine lubrication and adjustments to the equipment are completed as required
 - 2.8 Timber flooring is cleared and checked for further processing
- 3 Conduct edge sanding operations
- 3.1 Edge sanding equipment is set up in accordance with manufacturer instructions and operating procedures
 - 3.2 Emergency stops, gauges, guards and controls are identified and checked
 - 3.3 Equipment settings and adjustments are made and checked
 - 3.4 Sanding papers are selected

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|---|-----------------------|---|
| | 3.5 | Trial runs are conducted to check machine operations and quality of finished work |
| | 3.6 | Sanding papers are attached, routinely checked and changed as required |
| | 3.7 | Edge sanding is completed systematically and effectively within the minimum required timeframe |
| | 3.8 | Routine lubrication and adjustments to the equipment are completed as required |
| | 3.9 | Finished timber flooring is cleaned, inspected and any imperfections are rectified following workplace procedures |
| 4 | Complete housekeeping | |
| | 4.1 | Unused materials are stored or recycled as required |
| | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures

	or equivalent
	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Coarse sanding of timber flooring includes:	<ul style="list-style-type: none">• removal of mechanical fixings• punching of nails• sanding the timber flooring to grade the surface and removing cupping, ridges, high points or deep scratches
Mechanical fixings include:	<ul style="list-style-type: none">• tacks• nails• staples• screws
Tools and equipment include:	<ul style="list-style-type: none">• hammer• scrapers• punches• brooms• vacuums• leads• dust masks
Materials include:	<ul style="list-style-type: none">• sanding belts• sanding paper• sanding discs• oil• lubricants
Coarse sanding equipment includes:	<ul style="list-style-type: none">• split drum and belt floor sanders• edge sander• sanding discs using 24–60 grit papers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2111A Coarse sand timber flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2015 Coarse sand timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare a minimum of two (2) timber floors to specifications using coarse sanding methods
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to coarse sanding timber flooring
- Organisational and site standards, requirements, policies and procedures for coarse sanding timber flooring
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements of timber flooring coarse sanding
- Type, characteristics, uses and limitations of coarse sanding timber flooring
- Types and uses of relevant tools and equipment used to conduct coarse sanding operations
- Workplace safety system requirements related to coarse sanding timber flooring

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to coarse sanding timber floors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2016 Install hard underlays

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting and fitting hard underlay materials prior to laying floor coverings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Prepare for installation | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of hard underlays are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify the process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for the type of underlay/floor covering to be installed |
| | | 1.4 | Underlay material suitable to the final surface to be laid is selected |

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| | | 1.5 | Suitable adhesives and fastenings are selected |
| | | 1.6 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.7 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Hard underlay to be installed is checked against order |
| | | 2.2 | Hard underlay is acclimatised according to manufacturer recommendations |
| | | 2.3 | Working lines and starting point are established |
| | | 2.4 | Materials are laid out to meet specification requirements and to minimise waste |
| | | 2.5 | Material is marked and cut to specification with minimum waste |
| | | 2.6 | Hard underlay is accurately and clearly marked for cutting |
| | | 2.7 | Hard underlay is cut to required shape with minimum waste of materials |
| 3 | Lay underlay | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.3 | Fixing methods and equipment are used following manufacturer instructions |
| | | 3.4 | Completed installation is checked for flaws in installation and materials and faults rectified |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Hard underlays include: | <ul style="list-style-type: none">• hardboard• fibrous cement board• medium and high density fibreboard (MDF/HDF)• ply flooring (construction sheet flooring)• floating substrate flooring |
| Adhesives include: | <ul style="list-style-type: none">• acrylic• polyurethane• elastomeric |
| Tools and equipment include: | <ul style="list-style-type: none">• hand saw• utility knife• straight edge• pencils• square• scoring knife• hand guillotine |

	<ul style="list-style-type: none">• hand stapler• mallet• air compressor and gun• explosive tool• rotary/hammer drill• masonry drill bits• bar scribe• jig saw• circular saw• bench saw
Materials include:	<ul style="list-style-type: none">• underlay• staples• nails• adhesive• nylon fasteners• raw plugs• screws and tapes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2112A Install hard underlays

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2016 Install hard underlays

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) installation using hardboard
 - one (1) installation using fibrous cement board
 - one (1) installation using MDF/HDF board
 - one (1) installation using ply flooring/construction flooring
 - one (1) installation floating substrate underlay
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing hard underlays
- Organisational and site standards, requirements, policies and procedures for installing hard underlays
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing hard underlays.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2017 Install carpet cushion underlays and gripper accessories

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, laying out, cutting, laying and fixing carpet cushion/underlays, and carpet gripper accessories prior to laying carpet floor coverings using the carpet gripper system.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the preparation for the installation of carpets are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Sub-floor condition is assessed for the type of carpet cushion underlay/floor covering to be installed

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| | | 1.4 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.5 | Suitable adhesives, fixing trims and accessories are selected |
| | | 1.6 | Materials are laid out to meet specification requirements and to minimise waste |
| | | 1.7 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Carpet cushion/underlay and gripper accessories to be installed are checked against order |
| | | 2.2 | Carpet cushion/underlays are acclimatised according to manufacturer recommendations |
| | | 2.3 | Carpet grippers are fitted in accordance with specifications, plan and/or enterprise procedures |
| | | 2.4 | Metal mouldings are fitted at thresholds and abutments to other flooring surfaces in accordance with specifications, plan and/or enterprise procedures |
| 3 | Lay floor covering | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Underlay is cut to required shape with minimum waste of materials |
| | | 3.3 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.4 | Underlay is fixed using methods and equipment which follow manufacturer instructions |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Carpet cushion/underlays include:	<ul style="list-style-type: none">• single fibre• composite fibre• foam rubber• bonded foam
Tools and equipment include:	<ul style="list-style-type: none">• utility knife• straight edge• hammer• heavy-duty electrical drill• hacksaw• carpet gripper strip cutters• extension hammer driving bar• staple hammer• mitre box• nail driving bar• pneumatic 'T' nailer• nail gun

- Materials include:**
- soft underlays
 - carpet gripper strips
 - metal mouldings
 - tapes
 - adhesives
 - nails
 - plugs
 - staples
 - primers
- Adhesives include:**
- solvent and water-based contact
 - construction adhesive
 - latex/resin/acrylic
- Fixing trims include:**
- nails
 - nylon fasteners
- Carpet grippers include:**
- teathed metal or timber strips to which floor coverings are attached to maintain its position, tension and shape
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2201A Install carpet cushion/underlays and gripper accessories

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2017 Install carpet cushion underlays and gripper accessories

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) carpet cushion/underlay installations with one (1) incorporating such obstructions as doorways, fittings and irregular (obtuse/acute) angles using the carpet gripper installation system
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of carpet cushion/underlays and gripper accessories
- Organisational and site standards, requirements, policies and procedures for carpet cushion/underlays, gripper strips and metal mouldings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of carpet cushion/underlay and gripper accessories
- Types and uses of soft carpet cushion/underlay and gripper accessories installation tools and equipment
- Workplace safety system requirements related to cutting and fitting carpet cushion/underlays and gripper accessories
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting and fitting carpet cushion/underlays, gripper strips and metal mouldings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing carpet cushion/underlays, gripper strips and accessories.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2018 Install unpatterned tufted and bonded carpet floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing unpatterned tufted and bonded carpet floor coverings, including preparing, cutting, laying out, joining, power stretching, trimming and finishing, using the carpet gripper installation system.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of unpatterned tufted and bonded carpet floor coverings are verified and complied with
		1.2	Instructions and/or plans/sketchers are read and interpreted to identify the process required to complete work tasks
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the

			work, serviceable and in a safe condition
		1.4	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1	Carpet to be installed is checked against order
		2.2	Carpet is acclimatised according to manufacturer recommendations
		2.3	Underlay and gripper strips are inspected to confirm correct fitting
		2.4	Work area is cleared of scraps or other contaminants
3	Lay carpet	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Carpet pieces are laid out and checked for size, direction of pile match
		3.3	Carpet pieces are cut, sealed and joined
		3.4	Stretching and fixing methods are used following manufacturer instructions and Australian Standards
		3.5	Finished work is inspected for compliance with work order, workplace and Australian Standards of finish
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• carpet knee kicker• power stretcher• carpet wall trimmer• carpet stair tool• trolley• hammer• utility knife• spiked carpet roller• weight or seam roller• awl• carpet spreader• carpet shears• napping shears• loop pile cutter• cushion backed cutter• hooked knife
Materials include:	<ul style="list-style-type: none">• tufted• fusion bonded carpet
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2202A Install unpatterned tufted and bonded carpet floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2018 Install unpatterned tufted and bonded carpet floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) installation of tufted carpet
 - one (1) installation of bonded carpet using a carpet gripper installation system to connecting rooms, including at least one seam join and one cross join
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing unpatterned tufted and bonded carpet floor coverings
- Organisational and site standards, requirements, policies and procedures for installing unpatterned tufted and bonded carpet floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment

- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of tufted and bonded carpets
- Types and uses of carpet installation tools, equipment and materials
- Techniques for joining and stretching carpet
- Workplace safety system requirements related to carpet gripper installation systems
- Characteristics and requirements of soft underlays, gripper strips and metal mouldings
- Work flow in relation to preparation, layout, stretching, cutting and finishing of carpet

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing tufted and fusion bonded carpet using the carpet gripper installation system.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2019 Install carpet tiles using standard installation procedures

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing carpet tiles to single and connecting rooms using single directional installation methods, including the preparation, layout, cutting, laying and fixing of carpet tiles.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of carpet tiles are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Sub-floor condition is assessed for installation for carpet tiles
		1.4	Suitable adhesives, trims and accessories are selected

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| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Carpet tiles to be installed are checked against the order |
| | | 2.2 | Carpet tiles are acclimatised according to manufacturer recommendation |
| | | 2.3 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Working lines and starting point are established |
| 3 | Lay carpet tiles | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Materials are laid out to meet specification requirements and to minimise waste |
| | | 3.3 | Material grains and patterns are matched or contrasted as appropriate |
| | | 3.4 | Tiles are accurately and clearly marked for cutting |
| | | 3.5 | Tiles are cut to required shape with minimum waste of materials and laid |
| | | 3.6 | Completed installation is checked for flaws in installation and materials and faults are rectified |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Carpet tiles include: | <ul style="list-style-type: none">• backed or un-backed• fixed or un-fixed• wool• synthetic or combination of fibres• pile• needle-punch• tufted• fusion bonded and woven• modular and square to one metre |
| Adhesives include: | <ul style="list-style-type: none">• pressure sensitive and wet acrylics• water and solvent-based contacts• double sided tape |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• straight edge• square• chalk-line• tape measure• hacksaw |

- serrated trowel
 - hammer and napping shears
 - roller
 - airless spray gun
 - knee kicker
- Materials include:**
- carpet tiles
 - trims
 - stair nosings
 - skirting
 - reducing and edge strips
 - adhesive
 - tapes
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2203A Install carpet tiles using standard installation procedures

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2019 Install carpet tiles using standard installation procedures

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) full-spread installation, including appropriate trims and accessories
 - one (1) grid-based installation, including appropriate trims and accessories
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to install carpet tiles using standard installation procedures
- Organisational and site standards, requirements, policies and procedures for the installation of carpet tiles using standard installation procedures
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - carpet tiles
 - carpet tile installation adhesives
- Types and uses of carpet tile installation tools and equipment
- Workplace safety system requirements related to carpet tile laying
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to the floor covering operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to laying carpet tiles.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2020 Install unpatterned tufted and bonded carpet floor coverings to stairs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing unpatterned tufted and bonded carpet floor coverings to box and wider steps using the carpet gripper system.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing unpatterned tufted and bonded carpet to stairways are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Floor condition is assessed for suitability for installation of unpatterned tufted and bonded carpet

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| | | 1.4 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.5 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Carpet to be installed is checked against order |
| | | 2.2 | Tufted and bonded carpets are acclimatised according to manufacturer recommendations |
| | | 2.3 | Stairway or step is measured and the required amount of floor covering, and underlay, including allowances for type of stairs, is calculated and obtained |
| | | 2.4 | Suitable adhesives, gripper strips and edge strips are selected |
| | | 2.5 | Gripper strips are cut and installed as specified in AS/NZS 2455.1:2007 Textile floor coverings - Installation practice – General |
| | | 2.6 | Underlay is checked against specified type and fitted as specified in AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General |
| 3 | Lay floor coverings | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Carpet floor coverings are laid out to meet allowances for type of stair requirements and minimise waste |
| | | 3.3 | Carpet floor coverings are accurately and clearly marked for cutting |
| | | 3.4 | Carpet floor coverings are cut to required shape with minimum waste of materials and laid |
| | | 3.5 | Instructions, sequence, fixing methods and equipment are used following specifications and AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General |
| | | 3.6 | Installation is completed to specification |
| | | 3.7 | Finished stairway is checked for flaws in installation and materials and faults rectified |

4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving
Carpets include:	<ul style="list-style-type: none">• unpatterned• tufted• fusion bonded
Stairways include:	<ul style="list-style-type: none">• box steps• kite winder treads
Tools and equipment	<ul style="list-style-type: none">• knee kicker

include:

- stair tool
- carpet gripper cutters
- trimmer
- hammer
- staple hammer
- compressor
- air staple gun
- utility knife
- straight edge
- drill
- hacksaw
- sewing needles

Materials include:

- underlay
- tapes and adhesives
- trims
- nosing
- gripper strips
- smooth edges
- other accessories

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL2204A Install unpatterned tufted and bonded carpet floor coverings to stairs

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2020 Install unpatterned tufted and bonded carpet floor coverings to stairs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of the installation of one (1) tufted carpet and one (1) fusion bonded carpet to:
 - a box step stairway containing at least 12 steps, and
 - a kite winder treads stairway containing at least 3 steps
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing unpatterned tufted and bonded carpet on stairs
- Organisational and site standards, requirements, policies and procedures for the installation of unpatterned tufted and bonded carpet on stairs
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment

- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types and characteristics of stairway
- Types and uses of carpet installation tools, equipment and materials
- Types, uses and limitations of stairway carpet fixing techniques
- Characteristics of timber and concrete sub-floors
- Workplace safety system requirements related to stairway carpet installation
- Work flow in relation to the installation of carpets on stairways

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to preparing and installing tufted and bonded carpet to box and winder steps.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2021 Install lay flat vinyl floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing lay flat vinyl floor coverings to single and connecting rooms including pattern matching, seam cutting, joining and sealing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing lay flat vinyl floor coverings are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Sub-floor condition is assessed for installation of lay flat vinyl flooring
		1.4	Sub-floor is prepared for lay flat vinyl floor covering
		1.5	Suitable adhesives, trims and accessories are selected

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| | | 1.6 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.7 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Lay flat vinyl coverings to be installed are checked against order |
| | | 2.2 | Lay flat vinyl floor coverings are acclimatised according to manufacturer recommendations |
| | | 2.3 | Lay flat resilient floor coverings for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Working lines and starting point are established |
| 3 | Lay flat vinyl | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Lay flat vinyl floor coverings are laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins as appropriate |
| | | 3.3 | Lay flat vinyl floor coverings are accurately and clearly marked for cutting |
| | | 3.4 | Lay flat vinyl floor coverings are cut to required pattern and shape with minimum waste of materials |
| | | 3.5 | Adhesives are applied (if required) |
| | | 3.6 | Seams are sealed |
| | | 3.7 | Completed installation is checked for flaws in installation and materials and faults rectified |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Lay flat vinyl floor coverings include: | <ul style="list-style-type: none">• encapsulated glass fibre• inlaid• rotogravure |
| Adhesives include: | <ul style="list-style-type: none">• plasticised and rubber resin acrylic• water-based contact adhesive• solvent-based contact adhesive |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• straight edge• square• chalk and chalk-line• lead pencils (HB and F)• tape measure• hacksaw• notched trowel• hammer |

	<ul style="list-style-type: none">• scribing bar• divider• roller• rubber mallet• paint brush and bucket• spatula knife• trolley• wall trimmer
Materials include:	<ul style="list-style-type: none">• lay flat vinyl floor coverings• skirting• reducing and edge strips• double sided tape• pattern paper• adhesives
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2301A Install lay flat vinyl floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2021 Install lay flat vinyl floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Cut, lay and fix lay flat vinyl floor coverings to a single room, including pattern match at seams and cross joins, using freehand, template and scribing method
- Cut, lay and fix lay flat vinyl floor coverings to connecting rooms, including pattern match at seams and cross joins, using free-hand, template and scribing method
- Cut, lay and fix lay flat vinyl floor coverings to a single room with a link up, including pattern match at seams and cross joins, using freehand, template and scribing method
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing lay flat vinyl floor coverings
- Organisational and site standards, requirements, policies and procedures for installing lay flat vinyl floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - lay flat vinyl floor coverings
 - lay flat vinyl floor covering installation adhesives
- Types and uses of resilient floor covering installation tools and equipment
- Workplace safety system requirements related to lay flat vinyl floor covering installation
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting and laying lay flat vinyl floor coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing lay flat vinyl floor coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2022 Install resilient tiles using standard installation procedures

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing resilient tiles to single and connecting rooms using single directional installation methods.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to install resilient tiles using standard installation procedures are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Sub-floor condition is assessed for installation for resilient tiles
		1.4	Suitable adhesives, trims and accessories are selected

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| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Resilient tiles to be installed are checked against order |
| | | 2.2 | Resilient tiles are acclimatised according to manufacturer recommendations |
| | | 2.3 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Working lines and starting point are established |
| 3 | Lay resilient tiles | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Materials are laid out to meet specification requirements and to minimise waste |
| | | 3.3 | Material grains and patterns are matched or contrasted as appropriate |
| | | 3.4 | Tiles are accurately and clearly marked for cutting |
| | | 3.5 | Tiles are cut to required shape with minimum waste of materials and laid |
| | | 3.6 | Completed installation is checked for flaws in installation and materials and faults are rectified |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Resilient tiles include: | <ul style="list-style-type: none">• homogenous/heterogeneous• linoleum• rubber• semi-rigid• rigid |
| Adhesives include: | <ul style="list-style-type: none">• pressure sensitive and wet acrylics• water and solvent-based contacts• double sided tape |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• straight edge• square• chalk and chalk-line• tape measure• hacksaw• serrated trowel• hammer and napping shears• roller• airless spray gun |

Materials include:	<ul style="list-style-type: none">• tile scrubber• knee kicker• resilient tiles• trims• stair nosings• skirting• reducing and edge strips• adhesive• tapes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is not equivalent to MSFFL3065 Install resilient tiles and MSFFL3015 Install resilient tiles using custom designs and decorative finishes

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2022 Install resilient tiles using standard installation procedures

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Install resilient tiles where cutting and fixing is required on either a timber or concrete sub-floor to complete a minimum of:
 - one (1) homogeneous resilient tile installation using single direction pattern, including the appropriate trim and accessories
 - one (1) heterogeneous resilient tile installation using single direction pattern, including the appropriate trim and accessories
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing resilient tiles using standard installation procedures
- Organisational and site standards, requirements, policies and procedures for the installation of resilient tiles using standard installation procedures
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - resilient tiles
 - resilient tile installation adhesives
- Types and uses of resilient tile installation tools and equipment
- Workplace safety system requirements related to resilient tile laying
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting and laying resilient tiles

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing resilient tiles using standard installation procedures.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2023 Install laminate timber and bamboo flooring

Modification History

Release 2 - Mapping corrected - supersedes and is not equivalent to LMFFL2501A

Release 1 - New unit of competency

Application

This unit of competency covers floating a laminate, pre-finished timber or bamboo floor within a space over a soft underlay, including preparation, cutting, laying and fixing. It applies to a variety of flooring technology installation operations in an on-site environment and involves application of skills and knowledge at the sub-trade worker level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare materials for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing laminate timber and bamboo flooring are verified and complied with
		1.2	WHS requirements, including personal protection needs, are observed throughout the work
		1.3	Instructions and/or plans are read and interpreted to

			identify process required to complete work tasks
		1.4	Sub-floor condition is assessed for suitability for installation of laminate timber or bamboo flooring
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the selection of a starting point, to ensure efficiency and quality of installation
2	Set out materials for installation	2.1	Laminate timber or bamboo flooring is acclimatised according to manufacturer recommendations
		2.2	Laminate timber flooring or bamboo for fixing is organised and used in accordance with relevant safety management requirements
		2.3	Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting or sent for machining
		2.4	Adhesives and edge strips are prepared for use as required
		2.5	Working lines and starting point are established
3	Lay out flooring	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Appropriate underlay is laid according to manufacturer recommendations
		3.3	Laminate timber or bamboo flooring is laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins
		3.4	The aesthetics of the materials are maximised, including matching grains and colours
		3.5	Laminate timber or bamboo flooring materials are accurately and clearly marked for cutting
		3.6	Materials are cut to length and size for final laying ensuring minimum waste
4	Lay flooring	4.1	Materials for fixing are organised and used in accordance with relevant safety management

		requirements
	4.2	Adhesives and edge strips/accessories are prepared for use as required
	4.3	Fixing methods and equipment are used following manufacturer recommendations
	4.4	Appropriate field and perimeter expansion joints are allowed
	4.5	Skirting boards or cover trims are fitted/re-fitted and finished
	4.6	Finished job is inspected and any imperfections are rectified following workplace procedures
	4.7	Any required preparations for sanding of flooring are made
5	Complete housekeeping	5.1 Unused materials are stored or recycled as required
		5.2 Tools and equipment are cleaned and stored appropriately
		5.3 Work area is cleaned and rubbish is disposed of appropriately
		5.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Legislative requirements include:**
- applicable legislation from all levels of government that affect organisational operation
 - award and enterprise agreements
 - industrial relations
 - Australian Standards
 - confidentiality and privacy
 - WHS
 - the environment
 - equal employment opportunity (EEO)
 - anti-discrimination
 - relevant industry codes of practice
 - duty of care and heritage
- WHS requirements include:**
- Commonwealth, state or territory legislation and regulations
 - organisational safety policies and procedures
 - the use of personal protective equipment and clothing
 - firefighting equipment
 - first aid equipment
 - hazard and risk control and elimination
 - control of hazardous materials and substances
 - manual handling, including lifting and carrying
- Organisational requirements 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
 - WHS
 - 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)
- Instructions include:**
- workplace procedures relating to the use and operation of tools and equipment
 - workplace instructions, instructions, including job sheets, plans, drawings and designs
 - workplace procedures relating to reporting and communications
 - manufacturer instructions for the use of equipment and materials

Sub-floor assessment includes:	<ul style="list-style-type: none">• testing for moisture content, expansion, rot, structural strength, smoothness and plane
Tools and equipment include:	<ul style="list-style-type: none">• drop saw• jig saw• hand saw• undercut saw• plunge saw• hammer• bar scribe• utility knife• circular saw• bench saw• straight edge• glue gun• staple gun• nailers• flooring cramps• strap clamps• wall clamps
Materials include:	<ul style="list-style-type: none">• flooring materials• underlay• edge strips• tapes• adhesives
Adhesives include:	<ul style="list-style-type: none">• polyvinyl alcohol (PVA)• epoxy• polyurethane elastomeric

Unit Mapping Information

Supersedes and is not equivalent to LMFFL2501A Install laminate and engineered timber flooring

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2023 Install laminate timber and bamboo flooring

Modification History

Release 2 - Mapping corrected - supersedes and is not equivalent to LMFFL2501A

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for installing laminate timber and bamboo flooring, including ventilation standards
- Apply safe handling requirements for equipment, products and materials, including the use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
- Complete the following different types of installation:
 - glue-together system
 - self-locking system
- inserted plastic tongue system
- Modify activities to cater for variations in workplace contexts and environment
- Collect, organise and understand information related to work orders, basic plans and safety procedures
- Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- Use pre-checking and inspection techniques to anticipate installation problems to avoid re-work and wastage
- Recognise and respond to circumstances outside instructions or personal competence
- Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials, to avoid any backtracking, work flow interruptions or wastage
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- Maintain current knowledge of:
 - tools and materials
 - laminate timber and bamboo flooring installation techniques
- Use the limited workplace technology related to the installing requirement, including tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the installation of laminate timber and bamboo flooring
- Organisational and site standards, requirements, policies and procedures for the installation of laminate timber and bamboo flooring
- Types, characteristics, uses and limitations of:
 - laminate timber flooring
 - bamboo flooring
 - installation adhesives
 - underlays
- The types and uses of installation tools and equipment
- Workplace safety systems relevant to the installation of laminate timber and bamboo flooring
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to flooring installation operations
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant for the installation of laminate timber and bamboo flooring.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2024 Install engineered timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers floating or installing stick by stick an engineered timber floor within a space over a soft underlay, including preparation, cutting, laying and fixing. It applies to a variety of flooring technology installation operations in an on-site environment and involves application of skills and knowledge at the sub-trade worker level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare materials for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing engineered timber flooring are verified and complied with
		1.2	WHS requirements, including personal protection needs, are observed throughout the work
		1.3	Instructions and/or plans are read and interpreted to identify process required to complete work tasks

- | | | | |
|---|------------------------------------|-----|--|
| | | 1.4 | Sub-floor condition is assessed for suitability for installation of engineered timber flooring |
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the selection of a starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials for installation | 2.1 | Engineered timber flooring is acclimatised according to manufacturer recommendations |
| | | 2.2 | Engineered timber flooring for fixing is organised and used in accordance with relevant safety management requirements |
| | | 2.3 | Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting or sent for machining |
| | | 2.4 | Adhesives and edge strips are prepared for use as required |
| 3 | Lay out flooring | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Engineered timber flooring is laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins |
| | | 3.3 | The aesthetics of the materials are maximised, including matching grains and colours |
| | | 3.4 | Engineered timber flooring materials are accurately and clearly marked for cutting |
| | | 3.5 | Materials are cut to length and size for final laying ensuring minimum waste |
| 4 | Lay flooring | 4.1 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 4.2 | Adhesives and edge strips/accessories are prepared for use as required |
| | | 4.3 | Fixing methods and equipment are used following |

		manufacturer recommendations
	4.4	Appropriate field and perimeter expansion joints are allowed
	4.5	Skirting boards or cover trims are fitted/re-fitted and finished
	4.6	Finished job is inspected and any imperfections are rectified following workplace procedures
	4.7	Any required preparations for sanding of flooring are made
5	Complete housekeeping	5.1 Unused materials are stored or recycled as required
		5.2 Tools and equipment are cleaned and stored appropriately
		5.3 Work area is cleaned and rubbish is disposed of appropriately
		5.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Legislative requirements include:**
- applicable legislation from all levels of government that affect organisational operation
 - award and enterprise agreements
 - industrial relations
 - Australian Standards

	<ul style="list-style-type: none">• confidentiality and privacy• WHS• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage
WHS requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination• control of hazardous materials and substances• manual handling, including lifting and carrying
Organisational requirements include:	<ul style="list-style-type: none">• 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• WHS• 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)
Instructions include:	<ul style="list-style-type: none">• workplace procedures relating to the use and operation of tools and equipment• workplace instructions, instructions, including job sheets, plans, drawings and designs• workplace procedures relating to reporting and communications• manufacturer instructions for the use of equipment and materials
Sub-floor assessment includes:	<ul style="list-style-type: none">• testing for moisture content, expansion, rot, structural strength, smoothness and plane

Tools and equipment include:

- drop saw
- jig saw
- hand saw
- undercut saw
- plunge saw
- hammer
- bar scribe
- utility knife
- circular saw
- bench saw
- straight edge
- glue gun
- staple gun
- nailers
- flooring cramps
- strap clamps
- wall clamps

Materials include:

- timber flooring materials
- underlay
- edge strips
- tapes
- adhesives

Adhesives include:

- polyvinyl alcohol (PVA)
- epoxy
- polyurethane elastomeric

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2024 Install engineered timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for installing engineered timber flooring, including ventilation standards
- Apply safe handling requirements for equipment, products and materials, including the use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
- maintain required production output and product quality
- Complete the following different types of installation:
 - direct stick system
 - self-locking system
 - inserted plastic tongue system
- Modify activities to cater for variations in workplace contexts and environment
- Collect, organise and understand information related to work orders, basic plans and safety procedures
- Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use pre-checking and inspection techniques to anticipate installation problems to avoid re-work and wastage
- Recognise and respond to circumstances outside instructions or personal competence
- Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials, to avoid any backtracking, work flow interruptions or wastage
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- Maintain current knowledge of:
 - tools and materials
 - parquetry installation techniques

- Use the limited workplace technology related to the timber flooring installing requirement, including tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the installation of engineered timber flooring
- Organisational and site standards, requirements, policies and procedures for the installation of engineered timber flooring
- Types, characteristics, uses and limitations of:
 - engineered timber flooring
 - installation adhesives
- The types and uses of installation tools and equipment
- Workplace safety systems relevant to the installation of engineered timber flooring
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to flooring installation operations
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.

- Access is required to a realistic installation workplace location, and materials and equipment relevant for the installation of engineered timber flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2025 Install impact and sound absorption underlay

Modification History

Release 2 - Unit code corrected in mapping - Supersedes and is equivalent to LMFFL2502A

Release 1 - New unit of competency

Application

This unit of competency covers installing impact and sound absorption underlay over a new or existing sub-floor to provide impact and sound reduction in preparation for the installation of a laminate or engineered timber floor.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing impact and sound absorbing underlay are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for suitability for installation of impact and sound absorption underlay for |

			timber flooring installation
		1.4	Suitable adhesives, trims and accessories are selected if required
		1.5	Impact and sound absorption underlay is checked against work orders
		1.6	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.7	Sequence of work is planned, including the starting point, to ensure cutting, laying and fitting is in logical order
2	Set out materials	2.1	Impact and sound absorption underlay to be installed is checked against the order
		2.2	Impact and sound absorption underlay are acclimatised according to manufacturer recommendations
		2.3	Impact and sound absorption underlay for fixing are organised and used in accordance with relevant safety management requirements
		2.4	Working lines and starting point are established
3	Cut impact and sound absorption underlay	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Impact and sound absorption underlay is laid out to meet directional sequence, specification requirements and to minimise waste and joins as appropriate
		3.3	Impact and sound absorption underlay is cut to required shape with minimum waste of materials
4	Lay impact and sound absorption underlay	4.1	Materials for fixing are organised and used in accordance with relevant safety management requirements
		4.2	Adhesives and edge strips/accessories are prepared for use as required
		4.3	Adhesive is applied to sub-floor, if required
		4.4	Impact and sound absorption underlay is fixed using methods and equipment which follow manufacturer instructions

		4.5	Completed installation is checked for flaws in installation and materials and faults rectified following workplace procedures
5	Complete housekeeping	5.1	Unused materials are stored or recycled as required
		5.2	Tools and equipment are cleaned and stored appropriately
		5.3	Work area is cleaned and rubbish disposed of appropriately
		5.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements work requires individual to demonstrate some discretion, judgement and problem solving
Impact and sound absorption underlays include:	<ul style="list-style-type: none"> single fibre composite fibre bonded foam

Adhesives include:	<ul style="list-style-type: none">• recycled rubber• solvent and water-based contact• acrylic or polyurethane elastomeric
Tools and equipment include:	<ul style="list-style-type: none">• utility knife• straight edge• chalk-line,• hammer• heavy-duty electrical drill• hacksaw• notched trowel
Materials include:	<ul style="list-style-type: none">• impact and sound absorption underlay• PVC tapes• adhesives• nails• plugs• primers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2502A Install impact and sound absorption underlay

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2025 Install impact and sound absorption underlay

Modification History

Release 2 - Unit code corrected in mapping - Supersedes and is equivalent to LMFFL2502A

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) impact and sound absorption underlay installations with one (1) incorporating such obstructions as doorways, fittings and irregular (obtuse/acute) angles (dual-bonded and conventional)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing impact and sound absorption underlay
- Organisational and site standards, requirements, policies and procedures for installing impact and sound absorption underlay
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment

- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of impact and sound absorption underlay
- Types and uses of impact and sound absorption underlay installation tools and equipment
- Workplace safety system requirements related to cutting and fitting impact and sound absorption underlay
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting and fitting impact and sound absorption underlay

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing impact and sound absorption underlay.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2026 Nail strip timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing strip timber flooring onto a sub-floor applying top-nailing or secret nailing methods.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the nailing of strip timber flooring onto a sub-floor applying top-nailing or secret nailing methods are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for suitability for nailing of strip timber flooring applying top-nailing or secret nailing methods consistent with Australian Standards, industry standards and manufacturer recommendations |

- | | | | |
|---|---------------------------------------|-----|--|
| | | 1.4 | Suitable fixings and adhesives are selected as required |
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Prepare to nail strip timber flooring | 2.1 | Instructions and sequence for nailing and fixing timber flooring are followed |
| | | 2.2 | Work lines and starting point are established |
| | | 2.3 | Timber flooring is laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins as appropriate |
| | | 2.4 | The aesthetics of the materials are maximised, where appropriate, matching grains and colours |
| | | 2.5 | Work station for power source for nail guns is established, and air hoses are run to worksite |
| 3 | Nail strip timber flooring | 3.1 | Nails, staples and adhesives for fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.2 | Nailing methods and equipment are used following manufacturer recommendations and Australian Standards |
| | | 3.3 | Strip timber flooring is positioned using cramping procedures |
| | | 3.4 | Top-nailing or secret nailing methods are used as required for the job at hand |
| | | 3.5 | Finished job is inspected and any imperfections are rectified following workplace procedures |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |

4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Nail strip timber flooring onto plywood underlay and battens includes: | <ul style="list-style-type: none">• tongue and groove strip timber flooring onto plywood underlay and battens over joists, concrete or a sub-floor to either raise a floor or correct the level of a floor |
| Adhesives include: | <ul style="list-style-type: none">• polyvinyl alcohol (PVA)• polyurethane• elastomeric |
| Tools and equipment include: | <ul style="list-style-type: none">• secret nailer• top nailer• hammer• nail punch• string line• tape measure• laser line |

	<ul style="list-style-type: none">• circular saw• bench saw• straight edge• cramps• clamps• bar scribe• carpenters pencil• utility knife
Materials include:	<ul style="list-style-type: none">• flooring materials• strip timber floor boards• plywood underlay• timber battens• edge strips• timber and metal mouldings• tapes• adhesives• metal fixings• ventilated skirtings - 65 x 2.8 mm and 50 x 2.8 mm• bullet head nails• T head nails• 45 x 15 gauge staples
Timber flooring includes:	<ul style="list-style-type: none">• timber plywood underlay manufactured under a JAS-ANZ accredited product certification scheme meeting the internationally recognised ISO Type 5 system for product reliability to AS/NZS 2269.0:2012 Plywood - Structural - Specifications
Timber battens include:	<ul style="list-style-type: none">• timber battens with a density less than or equal to 600 Kg/m³, greater than 600 Kg/m³
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2503A Nail strip timber flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2026 Nail strip timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete the nailing of strip timber flooring using:
 - top-nailing methods
 - secret nailing methods
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to nailing of strip timber flooring
- Organisational and site standards, requirements, policies and procedures for nailing strip timber flooring on plywood underlay or timber battens
- Types and uses of tools and equipment used during the nailing of strip timber flooring on the plywood underlay and timber battens
- Basic wood working techniques relevant to the nailing of timber strip flooring onto to plywood underlay and timber battens
- Workplace safety system requirements relevant to the nailing of strip timber flooring onto plywood underlay and timber battens
- Type, characteristics, uses and limitations of:
 - installation adhesives

- nails or staples
- Work flow in relation to the nailing of strip timber flooring onto plywood underlay and timber battens operations
- Characteristics and requirements of sub-floor preparation
- Environmental protection requirements
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to the nailing of strip timber flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2027 Install expansion joints

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing expansion joints and gaps, calculating how many and how often they are to be installed, and what size and type are necessary for the application at hand.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of expansion joints to timber and engineered flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Timber and engineered flooring is assessed for the type, number and installation requirements of expansion joints consistent with Australian Standards, industry standards and manufacturer recommendations

- | | | | |
|---|---|-----|--|
| | | 1.4 | Suitable expansion joints, cover strips, fixings and adhesives are selected as required |
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the position of each expansion joint, to ensure efficiency and quality of installation |
| 2 | Set out expansion joints for installation | 2.1 | Expansion joints are positioned according to the requirements of the flooring type, manufacturer specifications and Australian Standards |
| | | 2.2 | Timber or metal mouldings or cork expansion strip for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.3 | Adhesives and fixings, are prepared for use as required |
| | | 2.4 | Working lines and starting point are established |
| 3 | Prepare expansion joints | 3.1 | Instructions and sequence for cutting and fixing are followed |
| | | 3.2 | Timber or metal mouldings are laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins, as appropriate |
| | | 3.3 | The aesthetics of the materials are maximised, where appropriate, matching grains and colours |
| | | 3.4 | Timber or metal moulding or cork expansion strip materials are accurately and clearly marked for cutting |
| | | 3.5 | Timber or metal moulding or cork expansion strip is cut to length and size for final fixing ensuring minimum waste |
| 4 | Install expansion joints | 4.1 | Timber or metal mouldings or cork expansion strip for fixing are organised and used in accordance with relevant safety management requirements |
| | | 4.2 | Adhesives and mechanical fixings are prepared for use as required |
| | | 4.3 | Fixing methods and equipment are used following |

		manufacturer recommendations
	4.4	Timber or metal mouldings or cork expansion strip are fitted to perimeter wall expansion gaps, expansion joints in the body of the flooring or transitions of the timber or engineered flooring
	4.5	Finished job is inspected and any imperfections are rectified following workplace procedures
5	Complete housekeeping	5.1 Unused materials are stored or recycled as required
		5.2 Tools and equipment are cleaned and stored appropriately
		5.3 Work area is cleaned and rubbish disposed of appropriately
		5.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion,

	judgement and problem solving
Expansion joint materials include:	<ul style="list-style-type: none">• skirtings• scotias• quads• beading• cover strips• threshold strips (end, edge and T mouldings)• angle end sections• reducer strips• ramping strips• stair nosings
Materials include:	<ul style="list-style-type: none">• adhesives• metal fixings• timber and metal mouldings• cork expansion strip
Adhesives include:	<ul style="list-style-type: none">• polyvinyl alcohol (PVA)• epoxy• polyurethane elastomeric
Mechanical fixings include:	<ul style="list-style-type: none">• ring grooved nails• pins• staples• screws• nylon plug• screws (tap-ins)• rawl plugs
Tools and equipment include:	<ul style="list-style-type: none">• jig saw• hand saw• hacksaw• hammer• nail punch• bar scribe• utility knife• circular saw• bench saw• straight edge• staple gun
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• Australian Standard AS I684.1-1999 Residential timber-framed construction – Design criteria and the Australian Timber Code

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL2504A Install expansion joints

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2027 Install expansion joints

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of the placement and fitting of expansion joints to:
 - one (1) strip timber floor
 - one (1) parquetry floor
 - one (1) engineered floating floor
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to placement and fitting of expansion joints to timber and engineered flooring
- Organisational and site standards, requirements, policies and procedures for the placement and fitting of expansion joints to timber and engineered flooring
- Types, characteristics, uses and limitations of:
 - the placement and fitting of expansion joints for timber and engineered flooring
 - timber or metal mouldings and cork expansion strip when fitting expansion joints to timber and engineered flooring
- Types and uses of tools and equipment used during the placement and fitting of expansion joints to timber and engineered flooring.

- Basic wood working techniques relevant to the placement and fitting of expansion joints to timber and engineered flooring
- Workplace safety system requirements relevant to the placement and fitting of expansion joints to timber and engineered flooring
- Work flow in relation to the placement and fitting of expansion joints to timber and engineered flooring
- Characteristics and requirements of expansion joint preparation
- Environmental protection requirements
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment for the placement and fitting of expansion joints to one strip timber floor, one parquetry floor and one engineered floating floor.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL2028 Install mouldings and edge trims to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing timber or metal mouldings and trims to timber and engineered flooring after installation, replacement, sanding and finishing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to fitting and fixing timber and metal mouldings and trims to timber and engineered flooring are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Finished timber/engineered flooring condition is assessed for suitability for installation of timber and metal mouldings and trims consistent with Australian Standards, industry standards and manufacturer recommendations |

		1.4	Suitable adhesives, mouldings, trims and fixings are selected as required
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials for installation	2.1	Timber or metal mouldings and trims are acclimatised according to manufacturer recommendations
		2.2	Timber or metal mouldings and trims for fixing are organised and used in accordance with relevant safety management requirements
		2.3	Adhesives and fixings, are prepared for use as required
		2.4	Working lines and starting point are established
3	Cut mouldings/trims	3.1	Instructions and sequence for cutting and fixing are followed
		3.2	Timber or metal mouldings and trims are laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins as appropriate
		3.3	The aesthetics of the materials are maximised, where appropriate, matching grains and colours
		3.4	Timber or metal moulding and trim materials are accurately and clearly marked for cutting
		3.5	Timber or metal moulding and trim is cut to length and size for final fixing ensuring minimum waste
4	Fix mouldings/trims	4.1	Timber or metal mouldings and trims for fixing are organised and used in accordance with relevant safety management requirements
		4.2	Adhesives, mechanical fixings and accessories are prepared for use as required
		4.3	Fixing methods and equipment are used following manufacturer recommendations
		4.4	Skirting boards/mouldings are fitted to perimeter walls

			allowing for expansion joints
		4.5	Cover trims and edge strips are fitted/re-fitted to expansion joints and transitions of the timber flooring
		4.6	Finished job is inspected and any imperfections are rectified following workplace procedures
5	Complete housekeeping	5.1	Unused materials are stored or recycled as required
		5.2	Tools and equipment are cleaned and stored appropriately
		5.3	Work area is cleaned and rubbish disposed of appropriately
		5.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving

Timber and metal mouldings and trims include:

- skirtings
- scotias
- quads
- beading
- cover strips
- threshold strips (end, edge and T mouldings)
- angle end sections
- reducer strips
- ramping strips
- stair nosings

Adhesives include:

- polyvinyl alcohol (PVA)
- epoxy
- polyurethane elastomeric

Tools and equipment include:

- drop saw
- jig saw
- hand saw
- hacksaw
- hammer
- nail punch
- bar scriber
- utility knife
- circular saw
- bench saw
- straight edge
- staple gun

Materials include:

- adhesives
- metal fixings
- timber and metal mouldings
- trims

Mechanical fixings include:

- ring grooved nails
- pins
- staples
- screws
- nylon plug
- screws (tap-ins)
- rawl plugs

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans,

drawings and designs

- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2505A Install mouldings and edge trims to timber flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL2028 Install mouldings and edge trims to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) installations of the following mouldings and trims types:
 - skirting boards
 - scotia
 - edge and end mouldings
 - metal cover strips
 - stair nosing
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to fitting and fixing timber and metal mouldings and trims to timber and engineered flooring
- Organisational and site standards, requirements, policies and procedures for the fitting and fixing timber and metal mouldings and trims to timber and engineered flooring
- Types, characteristics, uses and limitations of:
 - adhesives and mechanical fixings used to install timber and metal mouldings and trims fitted to timber and engineered flooring
 - timber and metal mouldings and trims for fixing to timber and engineered flooring

- Types and uses of tools and equipment used during the fitting and fixing timber and metal mouldings and trims to timber flooring
- Basic wood working techniques relevant to the fitting and fixing of timber and metal mouldings and trims to timber flooring
- Workplace safety system requirements relevant to the fitting and fixing timber and metal mouldings and trims to timber flooring
- Work flow in relation to the fitting and fixing timber and metal mouldings and trims to timber flooring
- Characteristics and requirements of sub-floor preparation
- Environmental protection requirements
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing mouldings and edge trims to timber flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3001 Plan and cost flooring technology work

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying and analysing work requirements to plan a wide range of flooring work, including identification of all resources, and to cost the work as a part of a tender or quotation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|--|-----|---|
| 1 | Identify and analyse work requirements | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements and Australian Standards relevant to the planning and costing of flooring technology work are verified and complied with |
| | | 1.2 | Details of customer requirements are obtained through discussion with customer or from information required |
| | | 1.3 | Details of the site conditions are confirmed from reports or physical inspection |
| | | 1.4 | Details of products and/or services required for the work are identified, developed and quantified |
| | | 1.5 | Delivery point and methods of transportation are |

			determined
		1.6	Details are recorded in accordance with enterprise practice
2	Develop a work plan	2.1	The technical and material options for completing the work are identified and considered
		2.2	The outline work proposal is confirmed with the client and amended as necessary
		2.3	A detailed work plan is developed and recorded
3	Estimate materials, time and labour	3.1	Types and quantities of materials required for the work plan are calculated
		3.2	Types and duration of usage of major tools and equipment required to support the work plan are calculated
		3.3	Labour requirements to support the preparation for and implementation of the work plan are calculated
		3.4	Time requirements to complete the work plan are estimated
4	Calculate costs	4.1	Total materials, labour and equipment costs are calculated in accordance with enterprise procedures
		4.2	Total job cost is calculated, including overheads and mark-up percentages
		4.3	Final cost to customer is calculated
5	Document details and verify, where necessary	5.1	Details of job costs and charges are documented in accordance with enterprise practice
		5.2	Calculations, costs or other details are verified in accordance with enterprise practice
		5.3	Customer quotation is prepared
		5.4	Details are documented for future reference in accordance with enterprise practice

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Australian Standards include: | <ul style="list-style-type: none">• AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General• AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices |
| Site conditions include: | <ul style="list-style-type: none">• access requirements• building project status• power supply• lighting• temperature• humidity• heating/cooling requirements• ventilation• other site-based activities and security arrangements |
| Detailed work plan includes: | <ul style="list-style-type: none">• a plan with sufficient detail for an auditable costing of the work covering:<ul style="list-style-type: none">• work area isolation/protection• work permits, as applicable• work timings and program |

Materials include:

- floor preparation
 - covering/installation
 - finishing
 - personnel and timings by labour type
 - transportation methods and costs
- floor preparation materials:
 - primers
 - cementitious products
 - aggregates
 - sands
 - carpeting materials:
 - floor covering protection materials
 - underlay
 - carpet cushion
 - gripper strips
 - metal mouldings
 - PVC fittings
 - carpet
 - adhesives
 - primers
 - resilient flooring materials:
 - floor covering protection materials
 - linoleum
 - vinyl
 - rubber
 - adhesives
 - primers
 - PVC and metal mouldings
 - polishing and finishing materials:
 - floor covering protection materials
 - coatings
 - catalysts
 - fillers
 - discs
 - belts
 - other consumables
 - timber flooring materials:
 - floor covering protection materials
 - timber product

Tools and equipment include:	<ul style="list-style-type: none">• fixings• floor preparation:<ul style="list-style-type: none">• grinders• scarifiers• demolition equipment• compressors• generators• carpet laying and resilient flooring operations:<ul style="list-style-type: none">• hoisting and cartage• generators• compressors• polishing and finishing operations:<ul style="list-style-type: none">• edge sander• floor sander (belt or split drum)• rotary sander• orbital sander• generators• compressors• timber flooring:<ul style="list-style-type: none">• nail gun• generators• compressors
Labour requirements include:	<ul style="list-style-type: none">• normal and overtime estimates and include both direct and indirect costs covering employees and contractors
Information and procedures include:	<ul style="list-style-type: none">• industry codes and symbols• product designs, patterns and prototypes• building/architectural plans• Australian, international and enterprise quality standards and procedures• work scheduling documentation• job procedures• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL2001A Plan and cost flooring technology work

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3001 Plan and cost flooring technology work

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection
- Document and communicate work-related information, including:
 - customer requirements
 - products
 - materials and labour required
 - costing calculations for products
 - materials and labour
 - special conditions
- Use calculators, computer programs and other aids in the estimation and cost calculation processes
- Estimate and cost three (3) varied jobs, including:
 - estimate quantities of material required
 - determine the types and amount of labour required to complete the work
 - estimate time required to complete the work
 - estimate overheads associated with the job
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the planning and costing of flooring technology work
- Australian Standards, including AS/NZS 2455.1:2007 Textile floor coverings - Installation practice – General, and AS 1884-2012 Floor coverings - Resilient sheet and tiles - Installation practices

- Preparing and presenting design information
- Organisational and site standards, requirements, policies and procedures for preparing and presenting design information
- Floor preparation methods and techniques
- Floor covering, installation and finishing techniques applicable to the required streams
- Types of major tools and equipment, their applications, planning and costing techniques and data
- Costing techniques for labour and materials
- Overhead components and costing techniques
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic planning and costing requirement; a customer requiring technical, planning and costing advice; and specific information covering materials, equipment, labour and overheads required for planning and costing work and their specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3002 Establish and maintain a safe flooring technology work environment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers conducting a systematic risk assessment of the work and work area to establish and maintain a safe work environment throughout the conduct of flooring technology operations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify and interpret operational and environmental information	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the establishment and maintenance of a safe work environment are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process which will be undertaken to complete work tasks
		1.3	Tools and equipment to be used are identified and their operating characteristics are analysed
		1.4	The flooring materials to be used, including adhesives, are identified and their characteristics analysed

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|---|---------------------------------------|-----|--|
| 2 | Identify hazards | 2.1 | Work area conditions are analysed to identify/recognise potential hazards |
| | | 2.2 | Relevant safety systems information is accessed and analysed to eliminate situations covered by existing and adequate procedures |
| | | 2.3 | The type and scope of unresolved hazards and their likely impact are recognised |
| 3 | Assess risk | 3.1 | Likelihood of the event happening is considered and determined |
| | | 3.2 | Consequence if the event should occur is evaluated and determined |
| | | 3.3 | Risk level (likelihood and consequence combined) is considered and determined |
| 4 | Identify and decide on risk treatment | 4.1 | Range of treatments which may eliminate or minimise the risk are identified |
| | | 4.2 | All possible options for resolution of the problem/dealing with the risk are identified and considered |
| | | 4.3 | Feasible options are subject to detailed analysis, including the identification of resource requirements |
| | | 4.4 | Most appropriate treatment for dealing with the situation is selected |
| 5 | Implement the risk treatment | 5.1 | The course of action/treatment is planned and prepared in detail |
| | | 5.2 | Resources required for the treatment are acquired or obtained |
| | | 5.3 | Safety information and procedures are accessed and applied throughout the operations |
| | | 5.4 | The treatment is implemented |
| | | 5.5 | Information on the treatment and implementation is communicated to the relevant people |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• knives• angle grinder• scrapers• saws• hammers• mallets and chisels• staple gun• bolsters• hand brush and brooms• vacuum cleaners• trowels• scribes• rollers• spatulas• gauging tools• laser levels• sealers• drills |

	<ul style="list-style-type: none">• mixing paddles• gas bottle and gun• hot air welding gun• drop saw• nail gun• buckets• moisture meters• material pumps• grinders• demolition equipment• scarifiers• shot blasters• cutting equipment
Materials include:	<ul style="list-style-type: none">• soft underlays• carpet gripper strips• metal mouldings• tapes• adhesives• nails• plugs• staples• primers
Adhesives include:	<ul style="list-style-type: none">• solvent and water-based contact• construction adhesive• latex/resin/acrylic
Hazards and risks include:	<ul style="list-style-type: none">• dust inhalation• power sources and leads• flying debris• fume inhalation• trips• falls• lack of control during pouring• machine safety• vibration (direct and indirect consequences)
Treatments include:	<ul style="list-style-type: none">• dust and fumes extraction systems• isolation through testing, distance, barriers, entry limits and signage• power source protection, such as earth leakage and coded leads• debris protection, such as machine guards, skirts, distance and access controls• pour protection through area sealing and plugs

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3002A Establish and maintain a safe flooring technology work environment

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3002 Establish and maintain a safe flooring technology work environment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of one (1) formal risk assessment, including the determination and implementation of required treatments
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to risk management in a flooring technology work environment
- Organisational and site standards, requirements, policies and procedures for flooring technology
- Types of tools and equipment, their operating characteristics and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Common flooring technology related hazards and the range of commonly applied treatments
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement

- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to establishing and maintaining a safe flooring technology work environment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3003 Inspect sub-floors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers inspecting and formally reporting on the condition of both timber and concrete sub-floors.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the inspection of sub-floors are verified and complied with |
| | | 1.2 | Customer enquiry and relevant information is consulted to determine the type of proposed flooring operation and other work requirements |
| | | 1.3 | Floor surface requirements for the proposed coverings are determined from manufacturer or workplace information |
| | | 1.4 | Tools, equipment and required materials are obtained |

- and prepared for the work
- | | | | |
|---|---|-----|---|
| 2 | Conduct inspection of timber flooring | 2.1 | The type of floor construction materials and the building floor structure and substructure are identified |
| | | 2.2 | Datum lines to confirm floor fall, dips and irregularities and finished floor height in relation to other floor coverings and door clearances are run and checked to confirm dimensions |
| | | 2.3 | Moisture testing is completed in accordance with the approved process and standard |
| | | 2.4 | Timber sub-flooring inspections are completed to identify irregularities |
| | | 2.5 | Ventilation flow is confirmed and irregularities noted |
| | | 2.6 | Floor joists, bearers and stumps are checked for irregularities |
| 3 | Conduct inspection of concrete flooring | 3.1 | The type of floor construction materials and the building floor structure and substructure are identified |
| | | 3.2 | Datum lines are run and checked to confirm dimensions |
| | | 3.3 | Moisture testing is completed in accordance with the approved process and standard |
| | | 3.4 | Concrete sub-floor inspections are completed to identify irregularities |
| | | 3.5 | Expansion joints are inspected to ensure they are clean and unobstructed |
| 4 | Notify findings of inspection | 4.1 | Notification of the findings of the inspection is completed in accordance with current and relevant standards |
| | | 4.2 | Copies of the notification are sent to appropriate personnel and suitably filed following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• straight edges (150 mm – 3 m)• spirit level• string line and chalk line• electrical resistance meter• tape measure• laser level• dumpy level• measuring pole• water level• hygrometer• thermometer probe• acid and alkaline testing equipment• electric drill• masonry drill bits |
| Materials include: | <ul style="list-style-type: none">• timber strip flooring• construction sheet flooring• concrete floors• above grade, on grade and below grade floors |

Timber sub-flooring inspections include:	<ul style="list-style-type: none">• tests for moisture content• protruding nails• loose metal and other objects• cracked, loose, rotting or damaged boards• insect attack• cross-flow ventilation
Concrete sub-floor inspections include:	<ul style="list-style-type: none">• checks for any protruding obstacles• cracks or damage• moisture• damage to expansion joints• concrete surface for weakness or damage• the presence of during agents
Inspection notifications include:	<ul style="list-style-type: none">• the type of the inspection completed, testing methods used, inspection findings, suggested remedies to any faults identified and recommendations for floor coverings or finishing
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3101A Inspect sub-floors

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3003 Inspect sub-floors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) timber sub-floor inspection and written notification
 - one (1) concrete sub-floor inspection and written notification
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Workplace safety system requirements related to floor inspection
- Type, characteristics and defects of:
 - timber sub-floor structures
 - concrete sub-floor structures
- Types and uses of inspection tools and equipment and procedures for their safe use, operation and maintenance
- Requirements for floor condition for floor coverings
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to inspection processes and procedures

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to testing equipment, tools, materials and specifications relevant to sub-floor inspection.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3005 Install carpet tiles using custom designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing carpet tiles to multiple connecting rooms and/or large commercial sites using multi-directional patterns, motifs, logos and custom design requirements, including preparation, layout, cutting, laying and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of carpet tiles using custom designs are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Sub-floor condition is assessed for installation of carpet tiles
		1.4	Suitable adhesives, trims and accessories are selected

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|---|-----------------------|-----|--|
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Carpet tiles to be installed are checked against order |
| | | 2.2 | Carpet tiles are acclimatised according to manufacturer recommendations |
| | | 2.3 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Patterns, motifs, logos and custom design requirements are set out |
| | | 2.5 | Working lines and starting point are established |
| 3 | Lay carpet tiles | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Materials are laid out to meet specification requirements and to minimise waste |
| | | 3.3 | Material grains and patterns are matched or contrasted as appropriate |
| | | 3.4 | Tiles are accurately and clearly marked for cutting |
| | | 3.5 | Tiles are cut to required shape with minimum waste of materials and laid |
| | | 3.6 | Complete installation is checked for flaws in installation and materials and faults are rectified |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Carpet tiles include: | <ul style="list-style-type: none">• backed or un-backed• fixed or un-fixed• wool• synthetic or combination of fibres• pile• needle-punch• tufted• fusion bonded and woven• modular• square to one metre |
| Adhesives include: | <ul style="list-style-type: none">• pressure sensitive and wet acrylics• water and solvent-based contacts• double sided tape |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• straight edge• square• chalk-line• tape measure |

	<ul style="list-style-type: none">• hacksaw• serrated trowel• hammer• napping shears
Materials include:	<ul style="list-style-type: none">• carpet tiles• trims• stair nosings• skirting• reducing and edge strips• adhesive• tapes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3201A Install carpet tiles using custom designs

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3005 Install carpet tiles using custom designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) carpet installation to multiple connecting rooms using multi-directional patterns/borders, including appropriate trims and accessories
 - one (1) full-spread installation that includes a motif/logo, including appropriate trim and accessories
 - one (1) full-spread installation to large commercial site that includes a link-up and custom design requirement, including appropriate trims and accessories
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing carpet tiles using custom design requirements
- Organisational and site standards, requirements, policies and procedures for installing carpet tiles using custom design requirements
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - carpet tiles
 - carpet tile installation adhesives
- Types and uses of carpet tile installation tools and equipment
- Workplace safety system requirements related to carpet tile laying
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to floor covering operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to laying carpet tiles using custom designs.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3006 Install adhesive fixed carpet floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing adhesive fixed carpet floor coverings, including preparation, cutting, laying, fixing, joining and finishing, of direct stick and dual-bonded installation methods.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to install adhesive fixed carpet floor coverings are verified and complied with
		1.2	Floor inspection report is consulted to confirm suitability of floor for carpet installation
		1.3	Instructions and/or plans/sketches are read and interpreted to identify the process required to complete work tasks

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| | | 1.4 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.5 | Suitable perimeter finishing, joining materials, metal mouldings, cover and PVC strips are selected and prepared |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| | | 1.7 | Suitable primers and adhesives are selected and prepared for the installation |
| 2 | Set out materials | 2.1 | Carpet to be installed is checked against order |
| | | 2.2 | Adhesive fixed carpet floor coverings are acclimatised according to manufacturer recommendations |
| | | 2.3 | Underlay and carpet to be installed is checked against work instruction and appropriate standards |
| | | 2.4 | Appropriate primers are applied to the sub-floors |
| 3 | Lay carpet flooring | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Underlay is cut and installed to specification |
| | | 3.3 | Carpet pieces are laid out and checked for size, direction of pile and pattern |
| | | 3.4 | Carpet is trimmed to shape as necessary, joins are cut and sealed following manufacturer instructions and Australian Standards |
| | | 3.5 | Adhesives are applied following manufacturer instructions |
| | | 3.6 | Carpet is installed following manufacturer instructions and Australian Standards |
| | | 3.7 | Cover and finishing strips are appropriately fixed for the type of sub-floor |
| | | 3.8 | Protective coverings are installed as specified |
| | | 3.9 | Finished work is inspected for compliance with work order, workplace and Australian Standards of finish |

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|---|-----------------------|-----|--|
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving |
| Adhesive fixed carpets include: | <ul style="list-style-type: none"> • tufted carpet • fusion-bonded carpet • woven carpet • needle punched carpet • foam-backed carpet • rubber-backed carpet |

Tools and equipment include:	<ul style="list-style-type: none">• PVC-backed carpet• styrene-butadiene (SBR) latex foam underlay• fibrous and bonded foam underlays• knee kicker• water roller• carpet wall trimmer• carpet stair tool• hammer• tape measure• trimming knife• spiked carpet roller• carpet spreader• notched trowels and paint rollers• carpet shears• napping shears• loop pile cutter• cushion backed cutter• heat seaming irons• electrical leads• seaming board• heat seaming tapes• seam sealer• earth leakage device
Materials include:	<ul style="list-style-type: none">• architectural gripper strips• metal mouldings• cover strips• PVC trims• primers
Adhesives include:	<ul style="list-style-type: none">• plasticised and rubber resin acrylic• water and solvent-based adhesives• solvent-based contact adhesive
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3202A Install adhesive fixed carpet floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3006 Install adhesive fixed carpet floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of the following:
 - one (1) direct stick carpet installation using a PVC-backed carpet to connecting rooms, including at least one (1) cross join and one (1) seam join
 - one (1) dual-bond carpet installation using a woven carpet to connecting rooms, including at least one (1) cross join and one (1) seam join
 - one (1) dual-bond carpet installation using tufted carpet and pre-applied adhesive underlay to connection rooms, including at least one (1) cross join and one (1) seam join using gripper strips and heat bond tape
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to adhesive fixed carpet and underlays carpet systems
- Organisational and site standards, requirements, policies and procedures for adhesive fixed carpet and underlay carpet system
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - adhesive fixed carpets and underlays
 - installation adhesives
- Types and uses of adhesive fixed carpet installation tools and equipment
- Workplace safety system requirements, including ventilation needs, related to the installation of adhesive fixed carpets
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to the cutting, laying, fixing, joining and finishing of adhesive fixed carpet

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to lay adhesive fixed carpet floor coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3007 Install commercial carpet floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing commercial grade carpet to multiple connecting rooms, large commercial areas, multi-storey buildings, including preparation, cutting, laying out, joining, power stretching and finishing of carpet floor coverings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing commercial carpet floor coverings are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Resources required in terms of labour, equipment, materials, transport, site loading and hoisting, storage facilities, air conditioning, heating, lighting, power supply, security and time are assessed

		1.4	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.5	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1	Carpet to be installed is checked against work order
		2.2	Commercial carpet floor coverings are acclimatised according to manufacturer recommendations
		2.3	Type of perimeter finishing, joining materials, gripper strip, metal mouldings and cover strips are selected following specification or work order
		2.4	Underlay, gripper strips and metal mouldings are inspected to confirm correct fitting
		2.5	Work area is cleared of scraps or other contaminants
		2.6	Working lines and starting point are established
3	Lay carpet	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Carpet pieces are laid out and checked for size, direction of pile
		3.3	Stretching equipment, joining and fixing methods are used following manufacturer instructions and Australian Standards
		3.4	Cover and finishing strips are suitably fixed for the type of sub-floor
		3.5	Protective coverings are installed as specified
		3.6	Finished work is inspected for compliance with work order, workplace and Australian Standards of finish
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Commercial carpet floor coverings include: | <ul style="list-style-type: none">• tufted carpet• woven carpet• fusion-bonded carpet |
| Tools and equipment include: | <ul style="list-style-type: none">• carpet knee kicker• power stretcher• carpet stair tool• hand trucks• carpet trolleys• hammer• utility knife• hook knife• carpet wall trimmer• heat seam iron• spiked carpet roller• weight or seam roller |

- awl
 - carpet spreader
 - carpet shears
 - napping shears
 - loop pile cutter
 - cushion backed cutter
 - moulding lifter
 - sewing needle
- Materials include:**
- commercial architectural carpet gripper strips
 - metal mouldings and PVC trims
 - heat seam tape
 - hessian tape
 - thread
 - adhesives
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3203A Install commercial carpet floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3007 Install commercial carpet floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) commercial tufted carpet installation using the carpet gripper strip system to an area containing at least three (3) rooms connected by a common corridor, including at least three (3) seam joins and three (3) cross joins
 - one (1) commercial woven carpet installation using the carpet gripper strip system to an area containing at least three and a half (3.5) broadloom widths of carpet by approximately ten (10) metres in length and including at least one (1) cross join
 - one (1) commercial tufted carpet installation using the carpet gripper strip system to an area of a minimum of fifteen (15) lineal metres by twelve (12) lineal metres containing a lift lobby or similar obstacle
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of commercial carpet
- Organisational and site standards, requirements, policies and procedures for the installation of commercial carpet
- Environmental protection requirements

- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements for underlays
- Type, characteristics, uses and limitations of commercial carpets
- Techniques for:
 - stretching and joining carpet
 - the use of hook and loop fastening tape and equivalent systems
- Workplace safety system requirements related to carpet installation
- Work flow in relation to preparation, layout, stretching, cutting and finishing of carpet

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to laying commercial carpet floor coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3008 Install patterned carpet floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit covers installing woven and tufted carpet floor coverings containing geometric and decorative patterns using adhesive-bonded and carpet gripper systems.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to install patterned carpet floor covering are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Resources required in terms of labour, equipment, materials, transport, site loading and hoisting, storage facilities, air conditioning, heating, lighting, power supply, security and time are assessed

		1.4	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.5	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1	Carpet to be installed is checked against work order
		2.2	Patterned carpet floor coverings are acclimatised according to manufacturer recommendations
		2.3	Type of perimeter finishing, joining materials, gripper strip, metal mouldings and cover strips are selected following specification or work order
		2.4	Underlay, gripper strips and metal mouldings are inspected to confirm correct fitting
		2.5	Work area is cleared of scraps or other contaminants
		2.6	Work lines and starting point are established
3	Lay patterned floor coverings	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Carpet pieces are laid out and checked for size and direction of pile
		3.3	Stretching equipment, joining and fixing methods are used following manufacturer instructions and Australian Standards
		3.4	Cover and finishing strips are suitably fixed for the type of sub-floor
		3.5	Protective coverings are installed as specified
		3.6	Finished work is inspected for compliance with work order, workplace and Australian Standards of finish
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Patterned carpet floor coverings include: | <ul style="list-style-type: none">• tufted carpet• woven carpet• fusion-bonded carpet |
| Tools and equipment include: | <ul style="list-style-type: none">• carpet knee kicker• power stretcher• carpet stair tool• hand trucks• carpet trolleys• hammer• utility knife• hook knife• carpet wall trimmer• heat seam iron• spiked carpet roller• weight or seam roller |

- awl
 - carpet spreader
 - carpet shears
 - napping shears
 - loop pile cutter
 - cushion backed cutter
 - moulding lifter
 - sewing needle
- Materials include:**
- commercial architectural carpet gripper strips
 - metal mouldings and PVC trims
 - heat seam tape
 - hessian tape
 - thread
 - adhesives
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3204A Install patterned carpet floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3008 Install patterned carpet floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Install woven patterned carpet requiring pattern matching at seams and cross joints using the carpet gripper strip installation system
- Install tufted patterned carpet requiring pattern matching at seams and cross joints using the carpet gripper strip installation system
- Install tufted patterned carpet using adhesive bonded methods of installation including pattern matching at seams and cross joints
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the installation of patterned carpet
- Organisational and site standards, requirements, policies and procedures for the installation of patterned carpet
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment and specifications relevant to installing patterned carpet floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3009 Install custom design carpet and decorative finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing carpet floor coverings containing logos, motifs and custom design concepts to walls and floors, including preparation, layout, stretching, cutting, joining and finishing of carpet.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of custom design carpet floor coverings are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Resources required in terms of labour, equipment, materials and time are assessed
		1.4	Tools, equipment and materials are selected and checked

			prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.5	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1	The carpet to be installed and design requirements are checked against work orders
		2.2	Carpet is acclimatised according to manufacturer recommendations
		2.3	Type of perimeter finishing, joining materials, gripper strips, metal mouldings and cover strips are selected following specification or work order
		2.4	Underlay gripper strips and metal mouldings are inspected to confirm correct fitting
		2.5	Work area is cleared of scraps or other contaminants
		2.6	Work lines and starting point are established
3	Install carpet	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Patterns, motifs, logos and custom design requirements are set out
		3.3	Carpet pieces are laid out and checked for size, direction of pile and pattern match
		3.4	Carpet pieces are accurately and clearly marked for cutting
		3.5	Carpet pieces are cut to required shape with minimum waste of materials
		3.6	Carpet pieces are joined using joining and installation methods appropriate to the installation system being used
		3.7	Carpet installation methods are to follow manufacturer instructions and Australian Standards
		3.8	Cover and finishing strips are suitably fixed for the type of installation method, floor covering and sub-floor
		3.9	Complete installation is checked for flaws in installation and materials and faults rectified

		3.10	Floor covering protection is installed in accordance with specifications
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Custom design carpet floor coverings include:**
- tufted carpet
 - woven carpet
 - fusion-bonded carpet
 - needle punch carpet

Tools and equipment include:

- PVC-backed carpet
- bonded foam underlay
- styrene-butadiene rubber (SBR) foam underlay
- needle punched fibre underlay
- carpet knee kicker
- power stretcher
- carpet stair tool
- hand trucks
- carpet trolleys
- hammer
- utility knife
- hook knife
- carpet wall trimmer
- heat seam iron
- spiked carpet roller
- weight or seam roller
- awl
- carpet spreader
- carpet shears
- napping shears
- loop pile cutter
- cushion backed cutter
- moulding lifter
- sewing needle

Materials include:

- architectural carpet gripper strips
- metal mouldings and PVC trims
- heat seam tape
- hessian tape
- thread
- adhesives

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3205A Install custom design carpet and decorative finishes

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3009 Install custom design carpet and decorative finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) installation of a needle punch carpet to wall or floor, containing a logo/motif using adhesive-bonded installation systems
 - one (1) installation of a tufted carpet containing a motif and custom design concepts using the carpet gripper strip system of installation
 - one (1) installation of a woven carpet containing a motif and custom design concepts (bordered installation) and pattern matching, using the dual-bond system of installation
 - one (1) installation of PVC-backed carpet to a floor containing a logo/motif and custom design concepts using adhesive bonded installation systems
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the installation of custom design carpet and decorative finishes
- Organisational and site standards, requirements, policies and procedures for the installing of custom design carpet
- Environmental protection requirements
- Established communication channels and protocols

- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements for underlays
- Types, characteristics, uses and limitations of pattern carpets
- Types and uses of carpet installation tools, equipment and materials
- Techniques for:
 - stretching and joining carpet
 - adhesive bonding and joining of carpet
- The use of hook and loop fastening tape and equivalent systems
- Workplace safety system requirements related to carpet installation
- Work flow in relation to preparation, layout, stretching, cutting and finishing of carpet

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing custom design carpet and decorative finishes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3010 Install synthetic floor coverings to sports facilities and outdoor spaces

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing synthetic textile and other floor coverings to indoor and outdoor sporting facilities and outdoor spaces, including the preparation, cutting, laying out, joining, fixing and finishing of the covering material. It applies to a wide variety of flooring technology installation operations and involves application of skills and knowledge at a trade worker level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Prepare for installation

1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of synthetic textile floor coverings are verified and complied with

1.2 Instructions and/or plans are read and interpreted to identify the process required to complete work tasks

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|---|--------------------|-----|--|
| | | 1.3 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.4 | Sub-floor condition is assessed for suitability for installation |
| | | 1.5 | Suitable adhesives, trims and accessories are selected, if required |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Synthetic floor covering material to be installed is checked against the work order |
| | | 2.2 | Synthetic floor covering is acclimatised according to manufacturer recommendations |
| | | 2.3 | Soft underlays for synthetic floor coverings, where applicable, are cut and laid to specification |
| | | 2.4 | Working lines and starting point are established |
| | | 2.5 | Adhesives and edge strips are prepared for use as required |
| 3 | Lay floor covering | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.3 | Synthetic floor coverings are laid out to meet pattern and specification requirements and to minimise waste and joins |
| | | 3.4 | Synthetic floor coverings are accurately and clearly marked for cutting |
| | | 3.5 | Synthetic floor coverings are cut to length, joins are cut and prepared for final laying |
| | | 3.6 | Line marking is completed where required |
| | | 3.7 | Cover trims are fitted and finished |
| | | 3.8 | Completed installation is checked for flaws in |

			installation and materials and faults rectified
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriate
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Legislative requirements include: | <ul style="list-style-type: none">• applicable legislation from all levels of government that affect organisational operation• award and enterprise agreements• industrial relations• Australian Standards• confidentiality and privacy• WHS• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage |
| WHS requirements include: | <ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing |

Organisational requirements include:	<ul style="list-style-type: none">• firefighting equipment• first aid equipment• hazard and risk control and elimination• control of hazardous materials and substances• manual handling, including lifting and carrying• 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• WHS• 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)
Synthetic textile floor coverings include:	<ul style="list-style-type: none">• synthetic turf• needle punch carpet• PVC-backed carpet• rubber-backed carpet• solid ethylene vinyl acetate (EVA)• vinyl (solid and tile)
Installation locations include:	<ul style="list-style-type: none">• indoor and outdoor sports facilities• public and private playgrounds• recreational areas and other common spaces• traffic islands• marine applications
Instructions include:	<ul style="list-style-type: none">• workplace procedures relating to the use and operation of tools and equipment• workplace instructions, including job sheets, plans, drawings and designs• workplace procedures relating to reporting and communications• manufacturer instructions for the use of equipment and materials
Tools and equipment include:	<ul style="list-style-type: none">• straight edge tape measure• chalk-line• hammer

- utility knife
 - notched trowel
 - wall trimmer
 - cushion back cutter
 - loop pile cutter
 - laser measuring device
 - bar scribe
 - finishing trims, angles and joining tapes
- Materials include:**
- Adhesives include:**
- plasticised and rubber resin acrylic
 - water, solvent-based and solvent-free adhesives
 - solvent-based contact adhesive
 - two-part polyurethane
- Underlays include:**
- rubber
 - bonded foam
 - styrene-butadiene rubber (SBR)
 - latex foam

Unit Mapping Information

Supersedes and is equivalent to LMFFL3206A Install synthetic textile floor coverings to sports facilities

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3010 Install synthetic floor coverings to sports facilities and outdoor spaces

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for installing synthetic textile and other floor coverings to sports facilities and outdoor spaces, including ventilation standards
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete installation of a minimum of two (2) types of synthetic floor covering, one (1) textile and one (1) non-textile, to an indoor sports floor and one (1) to an outdoor installation
- Modify activities to cater for variations in workplace contexts and environment
- Collect, organise and understand information related to work orders, basic plans and safety procedures
- Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use pre-checking and inspection techniques to anticipate problems installing synthetic textile floor coverings to sport facilities to avoid re-work and wastage
- Recognise and respond to circumstances outside instructions or personal competence
- Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any backtracking, work flow interruptions or wastage
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- Maintain current knowledge of:
 - tools and materials
 - installation techniques
 - indoor and outdoor synthetic flooring materials and adhesives

- Use the limited workplace technology related to the installation of synthetic textile floor coverings to sports facilities and outdoor spaces, including tools, equipment, calculators and measuring devices

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing synthetic floor coverings for sports facilities
- Organisational and site standards, requirements, policies and procedures for installing synthetic floor coverings for sports facilities
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - synthetic textile and other floor coverings used in sporting facilities and outdoor spaces
 - installation adhesives and their uses
 - underlay cushions
- Types and uses of installation tools and equipment
- Workplace safety system requirements related to installing synthetic textile floor coverings used in sporting facilities
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to flooring installation operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.

- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to installing synthetic textile and other floor coverings to sports facilities and outdoor spaces.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3011 Install carpet floor coverings to custom design stairs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing plain and patterned carpet floor coverings to angular, curved, rounded and wrap-rounded stairs, including patterns, metal moulding and decorative finishes using adhesive-bonded and carpet gripper systems. Work involves planning, preparation, cutting, joining and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing carpet floor coverings to custom designed stairs are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Floor condition is assessed for suitability for installation of carpet floor coverings to custom designed stairs

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|---|----------------------|-----|--|
| | | 1.4 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.5 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Carpet to be installed is checked against work order |
| | | 2.2 | Carpet floor coverings are acclimatised according to manufacturer recommendations |
| | | 2.3 | Stairway or step is measured and the required amount of floor covering and underlay, including allowances for type of stairs, is calculated and obtained |
| | | 2.4 | Suitable adhesives, gripper strips and edge strips are selected |
| | | 2.5 | Work lines and starting point are established |
| | | 2.6 | Gripper strips, if required, are cut and installed as specified in AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General |
| | | 2.7 | Underlay, if required, is checked against specified type and fitted as specified in AS/NZS2455.1:2007 Textile floor coverings - Installation practice - General |
| 3 | Lay carpet to stairs | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Carpet floor coverings are laid out to meet allowances for type of stair requirements and minimise waste |
| | | 3.3 | Carpet floor coverings are accurately and clearly marked for cutting |
| | | 3.4 | Carpet floor coverings are cut to required shape with minimum waste of materials and laid |
| | | 3.5 | Instructions, sequence, fixing methods and equipment are used following specifications and AS/NZS2455.1:2007 Textile floor coverings - Installation practice - General |
| | | 3.6 | Installation is completed to specification |
| | | 3.7 | Finished stairway is checked for flaws in installation and |

			materials and faults rectified
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving
Carpet floor coverings include:	<ul style="list-style-type: none"> • tufted carpet • woven carpet • needle punch carpet • fusion-bonded carpet
Tools and equipment	<ul style="list-style-type: none"> • carpet knee kicker

include:

- power stretcher
- carpet stair tool
- hand trucks
- carpet trolleys
- hammer
- utility knife
- hook knife
- carpet wall trimmer
- heat seam iron
- spiked carpet roller
- weight or seam roller
- awl
- carpet spreader
- carpet shears
- napping shears
- loop pile cutter
- cushion backed cutter
- moulding lifter
- sewing needle

Materials include:

- underlay
- tapes and adhesives
- trims
- nosing
- smooth edges
- accessories

Stairways include:

- open newell
- bullnose steps
- circular
- recessed steps
- open tread
- box steps
- kit winder treads

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3207A Install carpet floor coverings to custom design stairs

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3011 Install carpet floor coverings to custom design stairs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete the installation of at least one (1) tufted carpet and one (1) patterned woven carpet to:
 - concrete or timber staircases
 - open newell
 - bullnose step
 - circular
 - recessed steps
 - open tread
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing carpet floor coverings to custom designed stairs
- Organisational and site standards, requirements, policies and procedures for installing carpet floor coverings to custom designed stairs
- AS/NZS 2455.1:2007 Textile floor coverings - Installation practice - General
- Environmental protection requirements

- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types and characteristics of stairways
- Types and uses of carpet installation tools, equipment and materials
- Types, uses and limitations of stairway carpet fixing techniques
- The characteristics of timber and concrete sub-floors
- Workplace safety system requirements related to stairway carpet installation
- Work flow in relation to the installation of carpets on stairways

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing carpet floor coverings to customer designed stairs.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3012 Install linoleum floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing linoleum floor coverings to domestic and commercial installations using templating and scribing methods.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing linoleum floor coverings are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Sub-floor condition is assessed for suitability for installation of linoleum floor coverings
		1.4	Suitable adhesives, trims and accessories are selected
		1.5	Tools, equipment and materials are selected and checked

			prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1	Linoleum to be installed is checked against work order
		2.2	Linoleum floor coverings are acclimatised according to manufacturer recommendations
		2.3	Linoleum floor coverings for fixing are organised and used in accordance with relevant safety management requirements
		2.4	Working lines and starting point are established
		2.5	Soft underlay, if required, is cut to specification
		2.6	Pre-form fillet is set out, cut and fitted, if required
3	Cut materials	3.1	Linoleum floor coverings are laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins as appropriate
		3.2	Linoleum floor coverings are accurately and clearly marked for cutting
		3.3	Linoleum floor coverings are cut to required pattern and shape with minimum waste of materials
4	Lay linoleum	4.1	Instructions and sequence for laying and fixing are followed
		4.2	Materials for welding and fixing are organised and used in accordance with relevant safety management requirements
		4.3	Welding and fixing methods and equipment are used following manufacturer instructions
		4.4	Resilient skirting, reducer and edge strips are set-out and installed, as required
		4.5	Completed installation is checked for flaws in installation and materials and faults rectified
5	Complete housekeeping	5.1	Unused materials are stored or recycled as required
		5.2	Tools and equipment are cleaned and stored

- appropriately
- 5.3 Work area is cleaned and rubbish disposed of appropriately
- 5.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving |
| Linoleum floor coverings include: | <ul style="list-style-type: none"> • linoleum sheet • bulletin board • linoleum tiles • pre-formed linoleum cove |
| Tools and equipment include: | <ul style="list-style-type: none"> • utility knife with hook • straight and concave blades • straight edge • square • chalk and chalk-line |

- tape measure
- hacksaw
- notched trowel
- hammer
- seam and edge trimmer
- recess scribe and pre-formed linoleum recess scribes
- scribing bar
- welding gun and accessories
- hot air gun
- grooving tool
- divider
- cove roller
- hand roller
- cove gauging tool roller
- gas bottle and gun
- rubber mallet
- paint brush and bucket
- spatula knife
- builders pencil
- contact bucket
- linoleum trolley
- wall trimmer

Materials include:

- resilient sheet flooring
- skirting
- reducing and edge strips
- welding rod
- coving accessories
- tapes
- pattern paper
- adhesives

Welding includes:

- hot welding

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3301A Install linoleum floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3012 Install linoleum floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Cut, lay and heat weld linoleum sheet floor coverings using fillet cove internal and external mitres to custom design and pattern scribe covering
- Cut, lay and heat weld linoleum sheet floor coverings using pre-formed linoleum coving with internal and external mitres to a corridor and connecting room
- Cut, lay and butt join linoleum sheet floor coverings to single/connecting room
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to install linoleum floor coverings
- Organisational and site standards, requirements, policies and procedures for installing linoleum floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of:
 - weldable vinyl floor coverings
 - resilient floor covering installation adhesives
- Types and uses of linoleum floor covering installation tools and equipment
- Workplace safety system requirements related to resilient floor covering laying
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting, welding and laying linoleum floor coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing linoleum floor coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3013 Install commercial vinyl floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing vinyl floor coverings to commercial premises, including laying out, cutting, welding, coving and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|--------------------------|-----|---|
| 1 | Prepare for installation | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing commercial vinyl floor coverings are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for suitability for installation of commercial vinyl floor coverings |
| | | 1.4 | Suitable adhesives, trims and accessories are selected |

- 1.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 1.6 Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
- 2 Set out materials
 - 2.1 Vinyl to be installed is checked against work order
 - 2.2 Commercial vinyl floor coverings are acclimatised according to manufacturer recommendations
 - 2.3 Commercial vinyl floor coverings for fixing are organised and used in accordance with relevant safety management requirements
 - 2.4 Working lines and starting point are established
 - 2.5 Soft underlay, if required, is cut to specification
 - 2.6 Pre-form fillet is cut and fitted, if required
- 3 Lay vinyl
 - 3.1 Instructions and sequence for laying and fixing are followed
 - 3.2 Commercial vinyl floor coverings are laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins as appropriate
 - 3.3 Commercial vinyl floor coverings are accurately and clearly marked for cutting
 - 3.4 Commercial vinyl floor coverings are cut to required pattern and shape with minimum waste of materials
 - 3.5 Materials for welding and fixing are organised and used in accordance with relevant safety management requirements
 - 3.6 Welding and fixing methods and equipment are used following manufacturer instructions
 - 3.7 Vinyl skirting, reducer and edge strips are set-out and installed, as required
 - 3.8 Completed installation is checked for flaws in installation and materials and faults rectified

4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving
Commercial vinyl floor coverings include:	<ul style="list-style-type: none"> • homogenous/heterogeneous • encapsulated glass fibre • inlaid
Adhesives include:	<ul style="list-style-type: none"> • plasticised and rubber resin acrylic • two part epoxy • poly-methane and water-based • solvent-based contact adhesive

Tools and equipment include:

- utility knife with hook
- straight and concave blades
- straight edge
- square
- chalk and chalk-line
- tape measure
- hacksaw
- notched trowel
- hammer
- seam and edge trimmer
- recess scribe and pre-formed linoleum recess scribes
- scribing bar
- welding gun and accessories
- hot air gun
- grooving tool
- divider
- cove roller
- hand roller
- cove gauging tool roller
- gas bottle and gun
- rubber mallet
- paint brush and bucket
- spatula knife
- builders pencil
- contact bucket
- linoleum trolley

Materials include:

- vinyl floor coverings
- skirting
- reducing and edge strips
- welding rod
- coving accessories
- tapes
- pattern paper
- adhesives

Welding includes:

- hot welding
- chemical welding

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans,

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3302A Install commercial vinyl floor coverings

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3013 Install commercial vinyl floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Using commercial grade resilient weldable floor coverings, cut, heat, weld, lay, and pencil and fillet cove with internal and external mitre:
 - one (1) piece, including pre-formed coving
 - one (1) custom design and pattern scribe coving
- Cut, lay and chemically weld vinyl floor coverings
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing commercial vinyl floor coverings
- Organisational and site standards, requirements, policies and procedures for installing commercial vinyl floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - weldable vinyl floor coverings
 - resilient floor covering installation adhesives
- Types and uses of commercial vinyl floor covering installation tools and equipment
- Workplace safety system requirements related to resilient floor covering laying
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting, welding and laying commercial vinyl floor coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing commercial vinyl floor coverings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3014 Install resilient floor coverings using custom designs and decorative finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing resilient sheet floor coverings using custom designs, mechanically and hand cut motifs, logos and decorative finishes.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing resilient floor coverings using custom designs and decorative finishes are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Sub-floor condition is assessed for suitability for installation of resilient floor coverings
		1.4	Suitable adhesives, trims and accessories are selected

- | | | | |
|---|------------------------------|-----|---|
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Resilient floor coverings to be installed are checked against work order |
| | | 2.2 | Resilient floor coverings are acclimatised according to manufacturer recommendations |
| | | 2.3 | Resilient floor coverings for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Working lines and starting point are established and marked on the sub-floor |
| | | 2.5 | Motifs, logos or custom designs are set out and marked on the sub-floor |
| 3 | Lay resilient floor covering | 3.1 | Instructions and sequence for laying and fixing is followed |
| | | 3.2 | Resilient floor coverings are laid out to meet directional sequence, pattern match and specification requirements, and to minimise waste and joins as appropriate |
| | | 3.3 | Resilient flooring materials are accurately and clearly marked for cutting |
| | | 3.4 | Resilient floor coverings are cut to required shape ensuring minimum waste |
| | | 3.5 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.6 | Adhesives and edge strips/accessories are prepared for use as required |
| | | 3.7 | Welding and fixing methods and equipment are used following manufacturer instructions |
| | | 3.8 | Finished job is inspected and any imperfections are rectified following workplace procedures |

4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Resilient floor coverings include:	<ul style="list-style-type: none">• homogenous/heterogeneous• linoleum sheet• encapsulated glass fibre• inlaid• rotogravure
Adhesives include:	<ul style="list-style-type: none">• plasticised and rubber resign acrylic• two-part epoxy

Tools and equipment include:

- poly-methane, water-based and solvent-based contact adhesive
- utility knife with hook
- straight and concave blades
- straight edge
- square
- chalk and chalk-line
- tape measure
- hacksaw
- notched trowel
- hammer
- seam and edge trimmer
- recess scribe and pre-formed linoleum recess scribes
- scribing bar
- welding gun and accessories
- hot air gun
- grooving tool
- divider
- cove roller
- hand roller
- cove gauging tool roller
- gas bottle and gun
- rubber mallet
- paint brush and bucket
- spatula knife
- builders pencil
- contact bucket
- linoleum trolley

Materials include:

- resilient sheet flooring
- skirting
- reducing and edge strips
- welding rod
- coving accessories
- tapes
- pattern paper
- adhesives

Welding includes:

- hot welding
- chemical welding

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and

- workplace procedures relating to the use of tools and

procedures include:

- equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3303A Install resilient floor coverings using custom designs and decorative finishes

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3014 Install resilient floor coverings using custom designs and decorative finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Cut and lay resilient floor coverings using custom designs and decorative finishes with internal and external mitres for the following:
 - one (1) piece and performed coving
 - one (1) custom designed and pattern-scribed coving using commercial grade resilient floor coverings
- Cut and lay resilient floor coverings using custom design containing logo/motifs using commercial grade resilient floor coverings, including decorative welding, inlays and borders
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing resilient floor covering using custom designs and decorative finishes
- Organisational and site standards, requirements, policies and procedures for installing resilient floor coverings using custom designs and decorative finishes
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of:
 - weldable resilient floor coverings
 - resilient floor covering installation adhesives
- Types and uses of resilient floor covering installation tools and equipment
- Workplace safety system requirements related to resilient floor covering laying
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting, welding and laying resilient sheet flooring

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing resilient floor coverings using custom designs and decorative finishes.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3015 Install resilient tiles using custom designs and decorative finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing resilient tiles to multiple connecting rooms and/or large commercial sites using multi-directional patterns, custom designs, mechanically and hand cut motifs, logos and decorative finishes, including preparation, laying out, cutting, laying and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of resilient tiles using custom designs and decorative finishes are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Sub-floor condition is assessed for installation of

			resilient tiles
		1.4	Suitable adhesives, trims and accessories are selected
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1	Resilient tiles to be installed are checked against order
		2.2	Resilient tiles are acclimatised according to manufacturer recommendations
		2.3	Materials for fixing are organised and used in accordance with relevant safety management requirements
		2.4	Patterns, motifs, logos and custom design requirements are set out
		2.5	Working lines and starting point are established
3	Lay resilient tiles	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Materials are laid out to meet specification requirements and to minimise waste
		3.3	Material grains and patterns are matched or contrasted as appropriate
		3.4	Resilient tiles are accurately and clearly marked for cutting
		3.5	Resilient tiles are cut to required shape with minimum waste of materials and laid
		3.6	Complete installation is checked for flaws in installation and materials and faults are rectified
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately

4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Resilient tiles include: | <ul style="list-style-type: none">• homogenous/heterogeneous• linoleum• rubber• semi-rigid• rigid• planks |
| Adhesives include: | <ul style="list-style-type: none">• pressure sensitive adhesives• two-part epoxy• poly-urethane and water and solvent-based contact adhesive |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• tile scribe• straight edge• square |

	<ul style="list-style-type: none">• chalk and chalk-line• tape measure• hacksaw• serrated trowel• hammer• scribing bar• dividers• roller• gas bottle and gun• rubber mallet• paint brush and bucket• spatula knife• trolleys
Materials include:	<ul style="list-style-type: none">• resilient tile flooring• skirting• reducing and edge strips• tapes• pattern paper• adhesives
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3304A Install resilient tiles using custom design and decorative finishes

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3015 Install resilient tiles using custom designs and decorative finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Install resilient tiles where cutting and fixing is required on either a timber sub-floor, or a concrete sub-floor, in multiple rooms with complex design requirements
- Complete a minimum of:
 - one (1) resilient installation to multiple connecting rooms using multi-directional patterns/borders, including appropriate trims and accessories
 - one (1) resilient plank installation that includes a motif/logo, including appropriate trim and accessories
 - one (1) resilient tile installation to large commercial site that includes a 'link-up' and custom design requirement, including appropriate trims and accessories
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing resilient tiles using custom design requirements
- Organisational and site standards, requirements, policies and procedures for installing resilient tiles using custom design requirements
- Environmental protection requirements
- Established communication channels and protocols

- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - resilient tiles
 - resilient tile installation adhesives
- Types and uses of resilient tile installation tools and equipment
- Workplace safety system requirements related to resilient tile installation
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting and laying resilient tiles

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing resilient tiles using custom designs and decorative finishes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3016 Install rubber floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing rubber sheet and tile floor coverings, including preparation, cutting, laying and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing rubber floor coverings are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Sub-floor condition is assessed for suitability for installation of rubber floor coverings
		1.4	Suitable adhesives, trims and accessories are selected, if required

		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1	Rubber floor covering to be installed is checked against order
		2.2	Rubber floor coverings are acclimatised according to manufacturer recommendations
		2.3	Rubber floor coverings for fixing are organised and used in accordance with relevant safety management requirements
		2.4	Instructions and sequence for laying and fixing are followed
		2.5	Working lines and starting point are established
3	Lay rubber floor coverings	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Rubber floor coverings are laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate
		3.3	Rubber flooring materials are accurately and clearly marked for cutting
		3.4	Rubber floor covering materials are cut to required shape ensuring minimum waste
		3.5	Rubber floor covering materials for fixing are organised and used in accordance with relevant safety management requirements
		3.6	Adhesives and edge strips/accessories are prepared for use as required
		3.7	Fixing methods and equipment are used following manufacturer recommendations
		3.8	Finished job is inspected and any imperfections are rectified following workplace procedures
4	Complete	4.1	Unused materials are stored or recycled as required

housekeeping	4.2	Tools and equipment are cleaned and stored appropriately
	4.3	Work area is cleaned and rubbish disposed of appropriately
	4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving
Rubber floor coverings include:	<ul style="list-style-type: none"> • smooth and studded rubber in both sheet and tile and are normally vulcanised
Adhesives include:	<ul style="list-style-type: none"> • two-part epoxy • polyurethane • acrylic • contact
Tools and equipment	<ul style="list-style-type: none"> • utility knife • straight edge

include:

- square
- chalk and chalk-line
- tape measure
- hacksaw
- notched trowel
- hammer
- recess scribe
- scribing bar
- dividers
- hand roller
- roller
- mixing equipment (epoxy)
- paint brush and bucket
- spatula knife
- builders pencils
- contact bucket
- brushes
- linoleum trolley
- dolly rollers

Materials include:

- rubber floor covering (tile or sheet)
- trims and accessories
- adhesives

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is not equivalent to MSFFL3065 Install resilient tiles

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3016 Install rubber floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) different types of installation, which are to include:
 - one (1) epoxy rubber tile installation to connecting rooms
 - one (1) polyurethane rubber sheet installation to connecting rooms
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing rubber floor coverings
- Organisational and site standards, requirements, policies and procedures for installing rubber floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of:
 - rubber floor covering
 - installation adhesives
- Types and uses of installation tools and equipment
- Workplace safety system requirements related to rubber floor coverings
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to the installation of rubber floor coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing rubber floor coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3017 Install resilient sheet to walls

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing resilient sheet to dry and wet walls.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing resilient sheet to walls are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Substrate condition is assessed for suitability for installation of resilient coverings to the walls
		1.4	Suitable adhesives, trims and accessories are selected
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the

			work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out floor coverings	2.1	Resilient sheet to be installed is checked against work order
		2.2	Resilient sheets are acclimatised according to manufacturer recommendations
		2.3	Resilient sheets for fixing are organised and used in accordance with relevant safety management requirements
		2.4	Working lines and starting point are established
		2.5	Pre-form fillet is cut and fitted, if required
		2.6	Feathering systems and applications are prepared and applied in accordance with the installation plan
3	Install resilient sheet	3.1	Resilient sheet are laid out to meet directional sequence, pattern match, specification requirements and to minimise waste and joins as appropriate
		3.2	The aesthetics of the materials is maximised, where appropriate, matching grains, colours and patterns
		3.3	Materials are cut to length and size, allowing for final adjustment, trimming and welding processes
		3.4	Header and/or perimeter contact adhesive is applied to surfaces
		3.5	Adhesive is applied to the body of the walls as specified by the adhesive manufacturer
		3.6	Resilient sheet is positioned in accordance with the plan, pressed out and hand-rolled
		3.7	Resilient sheet is heated to form required profiles
		3.8	Seams are prepared and welded in accordance with the plan, manufacturer instructions and industry standards
		3.9	Joins and/or seams are trimmed and finished to industry standards
		3.10	Resilient sheet are sealed to floor coverings, door and

			window frames, as well as fixtures and fittings in wet area installations
		3.11	Completed installation is checked for flaws in installation and materials and faults rectified following workplace procedures
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Resilient wall coverings

- homogeneous/heterogeneous

include:	<ul style="list-style-type: none">• linoleum sheet• encapsulated glass fibre• inlaid• rotogravure
Adhesives include:	<ul style="list-style-type: none">• acrylic adhesives• water and solvent-based contacts recommended by manufacturers
Tools and equipment include:	<ul style="list-style-type: none">• flat trowel• notched trowel• pencil• cove roller• wall roller• hand roller• corner roller• recess scribe• hook and straight knife• chalk-line• spirit level• tape measure• water level• laser level• height gauge• wall trolley• contact bucket/tray/roller brushes• scaffolding• step ladder
Materials include:	<ul style="list-style-type: none">• resilient wall coverings• skirting• reducing and edge strips• welding rod• coving accessories• tapes• pattern paper• fillers• adhesives
Feathering systems include:	<ul style="list-style-type: none">• fitment of PVC edge fillet diminishing strip and the use of pre-mixed or mixed cementitious compounds
Welding includes:	<ul style="list-style-type: none">• rod welding• self welding• fusion

- | | |
|--|---|
| Profiles include: | <ul style="list-style-type: none">• internal and external angles• bullnoses• coves• profiling to pipe work |
| Trimmed and finished includes: | <ul style="list-style-type: none">• trimming weld rod• abrading and fusing external corners• chemically finishing to industry standards and manufacturer specifications |
| Sealed includes: | <ul style="list-style-type: none">• the sealing of the resilient wall coverings at door and window frames, pipes, fixtures, fittings and floor coverings |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFL3306A Install resilient sheet to walls

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3017 Install resilient sheet to walls

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of:
 - one (1) installation of a wet wall resilient wall covering installation using a horizontal installation system, including internal and external corners to walls, the covering of window reveals, and sealing to door frames and fittings
 - one (1) installation of a wet wall resilient wall covering installation using a vertical installation system, including internal and external corners to walls, the covering of window reveals and sealing to door frames and fittings
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing resilient sheet to walls
- Organisational and site standards, requirements, policies and procedures for installing resilient sheet to walls
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of:
 - weldable resilient wall coverings
 - resilient wall covering installation adhesives
- Types and uses of resilient wall covering installation tools and equipment
- Workplace safety system requirements related to resilient wall covering installation
- Characteristics and requirements of substrate preparation for wall coverings
- Work flow in relation to fixing, welding and finishing of resilient wall coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing resilient sheet to walls.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3018 Install resilient sheet to bench and counter tops

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing resilient sheet to bench and counter tops.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare materials for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing resilient sheet to bench and counter tops are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Substrate condition is assessed for suitability for installation of resilient sheet to the bench/counter top
		1.4	Suitable adhesives, trims and accessories are selected
		1.5	Tools, equipment and materials are selected and checked

			prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
		1.7	The aesthetics of the materials is maximised where appropriate, matching grains, colours and patterns
2	Set out materials	2.1	Resilient sheets to be installed are checked against work order
		2.2	Resilient sheets are acclimatised according to manufacturer recommendations
		2.3	Resilient sheets for fixing are organised and used in accordance with relevant safety management requirements
		2.4	Working lines and starting point are established
		2.5	Pre-form fillet is cut and fitted, if required
		2.6	Feathering systems and applications are prepared and applied in accordance with the installation plan
3	Install resilient sheet	3.1	Instructions and sequence for laying and fixing is followed
		3.2	Resilient sheets are laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate
		3.3	The aesthetics of the materials is maximised, where appropriate, matching grains, colours and patterns
		3.4	Pattern templates of the bench/counter tops are produced, if required
		3.5	Resilient sheets are accurately and clearly marked for cutting
		3.6	Resilient sheets are cut to required pattern and shape with minimum waste of materials, allowing for final adjustment, trimming and welding processes
		3.7	Header and/or perimeter contact adhesive is applied to surfaces
		3.8	Resilient sheets are positioned in accordance with the

		plan, pressed out and hand-rolled
	3.9	Resilient sheet is heated to form required profiles
	3.10	Seams are prepared and welded in accordance with the plan, manufacturer instructions and industry standards
	3.11	Joins and/or seams are trimmed and finished to industry standards
	3.12	Completed installation is checked for flaws in installation and materials and faults rectified following workplace procedures
4	Complete housekeeping	
	4.1	Unused materials are stored or recycled as required
	4.2	Tools and equipment are cleaned and stored appropriately
	4.3	Work area is cleaned and rubbish disposed of appropriately
	4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative

	obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individual to demonstrate some discretion, judgement and problem solving
Resilient sheets include:	<ul style="list-style-type: none">• homogeneous/heterogeneous• linoleum sheet• encapsulated glass fibre• inlaid• rotogravure
Adhesives include:	<ul style="list-style-type: none">• acrylic adhesives• water and solvent-based contacts recommended by manufacturers
Tools and equipment include:	<ul style="list-style-type: none">• flat trowel• notched trowel• pencil• wall roller• hand roller• cove and corner roller• recess scribe• reverse recess scribes• hook and straight knife• chalk-line• spirit level• tape measure• water level• laser level• height gauge• contact bucket/tray/roller and brushes
Materials include:	<ul style="list-style-type: none">• resilient sheet• skirting• reducing and edge strips• welding rod• coving accessories• tapes• pattern paper• fillers• adhesives
Feathering systems include:	<ul style="list-style-type: none">• the fitment of PVC edge fillet diminishing strip and the use of pre-mixed or mixed cementitious compounds
Welding includes:	<ul style="list-style-type: none">• rod welding

Profiles include:	<ul style="list-style-type: none">• self welding• fusion• internal and external angles• bullnoses• coves• profiling to pipe work
Trimmed and finished includes:	<ul style="list-style-type: none">• trimming weld rod• abrading and fusing external corners• chemically finishing to industry standards and manufacturer specifications
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3307A Install resilient sheet to bench and counter tops

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3018 Install resilient sheet to bench and counter tops

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete, including rod and self welding and fusion welding requirements, a minimum of:
 - one (1) installation of resilient sheets to a bench/counter top which must include:
 - internal and external corners
 - a bull-nose and coved returns
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing resilient sheet to bench and counter
- Organisational and site standards, requirements, policies and procedures for installing resilient sheet to bench and counter
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of:
 - weldable resilient coverings used on bench and counter tops
 - resilient coverings installation adhesives
- Types and uses of resilient bench and countertop installation tools and equipment
- Workplace safety system requirements related to bench and counter top resilient covering installation
- Characteristics and requirements of substrate preparation to bench and counter tops
- Work flow in relation to fixing, welding and finishing of resilient coverings to bench and countertops

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing resilient sheet to bench and counter tops

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3019 Install anti-static resilient floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing anti-static resilient floor coverings, including preparation, cutting, laying and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing anti-static resilient floor coverings are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Sub-floor condition is assessed for suitability for installation of anti-static resilient floor covering
		1.4	Suitable adhesives, trims and accessories are selected, if required

- | | | | |
|---|------------------------------------|-----|--|
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials | 2.1 | Anti-static resilient floor covering to be installed is checked against order |
| | | 2.2 | Anti-static resilient floor coverings are acclimatised according to manufacturer recommendations |
| | | 2.3 | Anti-static resilient floor coverings are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Working lines and starting point are established |
| 3 | Lay anti-static resilient flooring | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Anti-static resilient floor coverings are laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate |
| | | 3.3 | Anti-static resilient flooring materials are accurately and clearly marked for cutting |
| | | 3.4 | Anti-static resilient flooring materials are cut to required shape ensuring minimum waste |
| | | 3.5 | Adhesives and edge strips/accessories are prepared for use as required |
| | | 3.6 | Anti-static resilient floor coverings for fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.7 | Anti-static resilient floor covering is laid and fixed to meet job specifications |
| | | 3.8 | Anti-static resilient floor covering fixing methods and equipment are used following manufacturer recommendations |
| | | 3.9 | Completed installation is checked for flaws in installation and materials and faults rectified following |

			workplace procedures
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individual to demonstrate some discretion, judgement and problem solving
Anti-static resilient floor coverings include:	<ul style="list-style-type: none"> • resilient flooring with a resistance rating from 108 to 1010 ohms
Adhesives include:	<ul style="list-style-type: none"> • acrylic • conductive acrylic
Tools and equipment	<ul style="list-style-type: none"> • utility knife

include:

- straight edge
- square
- chalk and chalk-line
- tape measure
- hacksaw
- serrated trowel
- hammer
- seam and edge trimmer
- recess scribe
- scribing bar
- welding gun and accessories
- grooving tool
- straight edge
- divider
- hand roller
- gas bottle and gun
- rubber mallet
- paint brush and bucket
- spatula knife
- dividers
- builders pencil
- contact bucket
- brush and roller
- linoleum trolley

Materials include:

- anti-static resilient flooring materials
- trims and accessories
- tapes
- adhesives

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3308A Install anti-static resilient floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3019 Install anti-static resilient floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete at least one (1) anti-static resilient floor installation using a conductive acrylic adhesive system
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to install anti-static resilient floor coverings
- Organisational and site standards, requirements, policies and procedures for installing anti-static resilient floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - anti-static resilient floor coverings
 - installation adhesives
- Types and uses of installation tools and equipment
- Workplace safety system requirements related to anti-static resilient floor coverings
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to the installation of anti-static resilient floor coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing anti-static resilient floor coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3020 Install conductive resilient floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing conductive resilient floor coverings, including preparation, cutting, laying and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|--------------------------|-----|---|
| 1 | Prepare for installation | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing conductive resilient floor coverings are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify the process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for suitability for installation of conductive resilient floor coverings |
| | | 1.4 | Suitable adhesives, trims and accessories are selected |

- | | | | |
|---|-----------------------------------|-----|---|
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use, to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| | | 1.7 | Materials are laid out to meet pattern and specification requirements, and minimise waste and joins |
| 2 | Set out materials | 2.1 | Conductive resilient floor coverings to be installed are checked against work order |
| | | 2.2 | Conductive resilient floor coverings are acclimatised according to manufacturer recommendations |
| | | 2.3 | Conductive resilient floor coverings for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Working lines and starting point are established |
| 3 | Lay conductive resilient flooring | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Copper grid and isolating layer are installed to specification |
| | | 3.3 | Conductive resilient floor coverings are laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate |
| | | 3.4 | Conductive resilient floor coverings are accurately and clearly marked for cutting |
| | | 3.5 | Conductive resilient floor coverings are cut to required pattern and shape with minimum waste of materials |
| | | 3.6 | Conductive resilient floor coverings for welding and fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.7 | Welding and fixing methods and equipment are used following manufacturer instructions |
| | | 3.8 | Conductive resilient floor covering is laid and fixed to meet job specifications |

		3.9	Vinyl skirting, reducer and edge strips are set out and installed, as required
		3.10	Completed installation is checked for flaws in installation and materials and faults rectified following workplace procedures
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Conductive resilient floor**
- static conductive covering with a resistance reading of 10 4

coverings include:	to 10 8 using a copper grid and isolating layer
Adhesives include:	<ul style="list-style-type: none">• conductive adhesives
Tools and equipment include:	<ul style="list-style-type: none">• utility knife (with hook, straight and concave blades)• straight edge• square• chalk and chalk-line• tape measure• hacksaw• serrated trowel• hammer• seam and edge trimmer• recess scribe• scribing bar• welding gun and accessories• grooving tool• divider• hand roller• exacto knife• roller (65 kg)• gas bottle and gun• rubber mallet• paint brush and bucket• spatula knife• dividers• builders pencil• contact bucket• brush and roller• linoleum trolley
Materials include:	<ul style="list-style-type: none">• conductive resilient flooring• trims and accessories• adhesives• copper earthing strips
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3309A Install conductive resilient floor coverings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3020 Install conductive resilient floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of one (1) installation of a static conductive resilient floor covering with an isolating layer and using conductive adhesive and earthing strip
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing conductive resilient floor coverings
- Organisational and site standards, requirements, policies and procedures for installing conductive resilient floor coverings
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Types, characteristics, uses and limitations of:
 - conductive resilient floor covering
 - conductive adhesives
- Types and uses of installation tools and equipment
- Workplace safety system requirements related to conductive resilient floor coverings
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to the installation of conductive resilient floor coverings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing conductive resilient floor coverings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3021 Cut and install resilient floor coverings to stairs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing resilient floor covering to stairs, stringers and steps, including planning, preparation, cutting, welding, layout and fixing.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|--------------------------|-----|--|
| 1 | Prepare for installation | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to cutting and installing resilient floor coverings to stairs are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for suitability for installation of resilient floor coverings to stairs |
| | | 1.4 | Any remedial work to stairway is carried out |

- | | | | |
|---|-------------------------------|-----|--|
| | | 1.5 | Stairway or step is measured and the required amount of floor covering, including allowances for type of stairs, is calculated and obtained |
| | | 1.6 | Underlay, if required, is checked against specified type and fitting |
| | | 1.7 | Suitable adhesives, trims and accessories are selected |
| | | 1.8 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.9 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out floor coverings | 2.1 | Resilient floor coverings to be used are checked against work order |
| | | 2.2 | Resilient floor coverings are acclimatised according to manufacturer recommendations |
| | | 2.3 | Resilient floor coverings for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.4 | Working lines and starting point are established |
| | | 2.5 | Pre-form fillet is cut and fitted, if required |
| 3 | Lay resilient floor coverings | 3.1 | Instructions and sequence for laying and fixing is followed |
| | | 3.2 | Resilient floor coverings are laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate |
| | | 3.3 | Patterns are cut as required for stairs and used to accurately and clearly mark resilient floor covering for cutting |
| | | 3.4 | Resilient floor coverings are cut to required pattern and shape with minimum waste of materials |
| | | 3.5 | Materials for welding and fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.6 | Welding and fixing methods, equipment and materials |

		are used following manufacturer instructions
	3.7	Resilient skirting, reducer and edge strips are set out and installed, as required
	3.8	Completed installation is checked for flaws in installation and materials and faults rectified following workplace procedures
4	Complete housekeeping	4.1 Unused materials are stored or recycled as required
		4.2 Tools and equipment are cleaned and stored appropriately
		4.3 Work area is cleaned and rubbish disposed of appropriately
		4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Resilient floor coverings include:

- homogenous/heterogeneous
- linoleum sheet
- encapsulated glass fibre
- inlaid
- rotogravure

Stairs include:

- open newell
- bullnose steps
- circular
- recessed steps
- open tread
- box steps
- kit winder treads

Adhesives include:

- plasticised and rubber resin acrylic
- two-part epoxy
- polyurethane
- water-based and solvent-based contact adhesive

Tools and equipment include:

- utility knife with hook, straight and concave blades
- straight edge
- square
- chalk and chalk-line
- tape measure
- hacksaw
- notched trowel
- hammer
- seam and edge trimmer
- recess scribe and pre-formed linoleum recess scribes
- scribing bar
- welding gun and accessories
- hot air gun
- grooving tool
- divider
- pencil cove roller
- hand roller
- cove gauging tool
- roller
- gas bottle and gun
- rubber mallet
- paint brush and bucket
- spatula knife
- builder's pencil
- contact bucket

	<ul style="list-style-type: none">• linoleum trolley• liquid seam sealer• seam sealer applicator• wall trimmer
Materials include:	<ul style="list-style-type: none">• resilient flooring• skirting• reducing and edge strips• welding rod• coving accessories• tapes• pattern paper• adhesives
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3310A Cut and install resilient floor coverings to stairs

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3021 Cut and install resilient floor coverings to stairs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of the installation of resilient floor coverings to:
 - a box step stairway, stringer and PVC stair nosing
 - a kite winder treads stairway and PVC stair nosing
 - a bull nose step stairway and PVC stair nosing
 - a recessed step stairway
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to cutting and installing resilient floor coverings to stairs
- Organisational and site standards, requirements, policies and procedures for cutting and installing resilient coverings to stairs
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of:
 - weldable resilient floor coverings
 - resilient floor covering installation adhesives
- Forming and welding techniques for installing resilient floor coverings to stairs
- Types and uses of resilient floor covering installation tools and equipment
- Workplace safety system requirements related to resilient floor covering installation
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to cutting, welding and laying resilient flooring to stairs

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing resilient floor coverings to stairs.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3022 Mix and apply epoxy and seamless floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparation, application and finishing of epoxy and seamless floor coverings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------|-----|--|
| 1 | Prepare for the work | 1.1 | Applicable work health and safety (WHS), legislative, organisational and information requirements relevant to the application of epoxy and seamless floor coverings are verified and complied with |
| | | 1.2 | Work orders and/or plans are read and interpreted |
| | | 1.3 | The condition of the sub-floor is inspected and confirmed as suitable for use |
| | | 1.4 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |

		1.5	Floor preparation, including conventional and decorative formwork, is established, levelled and secured
2	Apply epoxy materials for floor coverings	2.1	Surfaces are checked for contamination, moisture content and suitable preparation
		2.2	Materials and equipment are prepared and positioned for use
		2.3	Material safety data sheets (MSDS), or equivalent, are read and applied during the work
		2.4	Epoxy is mixed and trial application of surface materials is made to check equipment operation, materials consistency and specified surface finish
		2.5	Surface coatings are applied with the depth and coverage in accordance with manufacturer specifications and job requirements
		2.6	Decorative additives are applied in accordance with job requirements
		2.7	Floor is checked and cleared for further processing
3	Complete housekeeping	3.1	Unused materials are stored or recycled as required
		3.2	Tools and equipment are cleaned and stored appropriately
		3.3	Work area is cleaned and rubbish disposed of appropriately
		3.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Epoxy and seamless flooring includes:	<ul style="list-style-type: none">• trowelled epoxy• self-levelling epoxy• flake floors• granule floors• epoxy coatings (seamless)• spray on roller coatings• waterproofing• joint sealing
Sub-floor preparation includes:	<ul style="list-style-type: none">• sanding• grinding• the application of levelling compounds and primers
General tools and equipment include:	<ul style="list-style-type: none">• utility knife• straight edge• square• tape measure• trowels• rollers• brushes• buckets• trolley
Sanding equipment includes:	<ul style="list-style-type: none">• sander• edger• belt-sander• sander belts and paper
Materials include:	<ul style="list-style-type: none">• acrylics• epoxy

- polyurethane
 - separating strips
 - flushing strips
 - joining strips
 - expansion jointing
 - additives (flakes and granules)
 - oil and lubricants for equipment
- Grinding equipment includes:**
- grinder
 - grinding stones and materials
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3401A Mix and apply epoxy and seamless floor coverings

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3022 Mix and apply epoxy and seamless floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of three (3) of the following:
 - a trowelled epoxy floor
 - a self-levelling epoxy floor
 - a flake floor
 - a seamless floor
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of epoxy and seamless floor coverings
- Organisational and site standards, requirements, policies and procedures for moisture suppressant and barrier systems
- Environmental protection requirements
- Types, characteristics, uses and limitations of:
 - epoxy and seamless floor coverings
 - sanders/grinders
- Techniques for preparing epoxy and seamless materials, including decorative additives

- Workplace safety system requirements related to sanding and grinding
- Types and uses of relevant tools and equipment
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements of monolithic sub-floor preparation
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to the preparation for and application of epoxy and seamless floor coverings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3023 Apply solvent-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting solvent-based coating systems appropriate for the job, preparing for the work and applying the selected coatings to timber and parquet floors.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of solvent-based coatings to timber floors are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Solvent-based coating material is selected with regard to durability, longevity, aesthetics, manufacturer recommendations and client expectations
		1.4	Selected coating materials are assessed as being

		compatible with each other, with the surface to be finished and with manufacturer recommendations
	1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.6	Surface to be finished is inspected and assessed as being ready for coating and barrier signs to coating area are erected
	1.7	Work sequence is planned to ensure efficiency and quality of application
	1.8	WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work
2	Apply finishing system	
	2.1	Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
	2.2	Environmental protection regulations are complied with
	2.3	Coating material is applied in accordance with manufacturer recommendations
	2.4	Recommended drying times between coats are observed
	2.5	Buffing or sanding between coats, where required, is carried out according to manufacturer recommendations
	2.6	Final finish meets the requirements of the job
	2.7	Floor maintenance instructions and warranty provisions are provided to the client, where required, in accordance with workplace procedures
3	Complete housekeeping	
	3.1	Unused materials are resealed and stored
	3.2	Tools and equipment are cleaned, maintained and stored
	3.3	Work area is cleaned and waste material is removed and disposed of safely
	3.4	Barriers and signs are removed and stored
	3.5	Workplace documentation/reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Solvent-based coating materials include:	<ul style="list-style-type: none">• resin solutions• epoxy resins• two-can epoxy resins• two-can polyurethanes• moisture curing polyurethanes which may have matt, satin or gloss finish
Tools and equipment include:	<ul style="list-style-type: none">• orbital sander• rotary sander• hand sander• vacuum cleaner• brushes• applicators• rollers• roller tray• hammer• nail punch• spatula
Surfaces to be finished	<ul style="list-style-type: none">• tongue and groove strip flooring

include:	<ul style="list-style-type: none">• gluedown or floating strip flooring• engineered timber flooring• block or mosaic parquetry flooring
Surface inspection includes:	<ul style="list-style-type: none">• ensuring that surface is free from dust and debris, moisture content is acceptable and stable, and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
WHS requirements include:	<ul style="list-style-type: none">• personal protective equipment which is to include that prescribed under legislation, regulation and enterprise policies and practices• isolation processes, including barriers• tapes and entry access controls• breathing support and ventilation extraction systems
Application methods include:	<ul style="list-style-type: none">• rags• brushes• rollers• applicators• spatula
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3402A Apply solvent based coatings to timber flooring

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3023 Apply solvent-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete at least the application of two (2) different solvent-based products to two (2) different timber species
- Identify faults/problems and identify and carry out corrective action
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of solvent-based coatings to timber flooring
- Organisational and site standards, requirements, policies and procedures for applying solvent-based coatings to timber flooring
- Methods of floor preparation from basic sanding to finishing sanding and edging
- Characteristics of solvent-based coatings in relation to ventilation, moisture content and reaction to change of temperature and relative humidity
- Type, characteristics, uses and limitation of solvent-based coating materials, including manufacturer recommendations
- Types and uses of floor finishing tools and equipment
- Workplace safety systems related to floor finishing processes
- Work flow in relation to the application of solvent-based coatings to timber floors

- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic finishing requirement, materials, equipment and specifications relevant to the coating application

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3024 Apply water-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting water-based coating systems appropriate for the job, preparing for the work and applying the selected coatings to timber and parquet floors.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of water-based coatings to timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Water-based coating material is selected with regard to durability, longevity, aesthetics, manufacturer recommendations and client expectations
		1.4	Selected coating materials are assessed as being

		compatible with each other, with the surface to be finished and with manufacturer recommendations
	1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.6	Surface to be finished is inspected and assessed as being ready for coating and barrier signs to coating area are erected
	1.7	Work sequence is planned to ensure efficiency and quality of application
	1.8	WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work
2	Apply finishing system	
	2.1	Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
	2.2	Environmental protection regulations are complied with
	2.3	Water-based coating material is applied in accordance with manufacturer recommendations
	2.4	Recommended drying times between coats are observed
	2.5	Buffing or sanding between coats, where required, is carried out according to manufacturer recommendations
	2.6	Final finish meets the requirements of the job
	2.7	Floor maintenance instructions and warranty provisions are provided to the client, where required, in accordance with workplace procedures
3	Complete housekeeping	
	3.1	Unused materials are resealed and stored
	3.2	Tools and equipment are cleaned, maintained and stored
	3.3	Work area is cleaned and waste material is removed and disposed of safely
	3.4	Barriers and signs are removed and stored
	3.5	Workplace documentation/reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Water-based coating materials include:	<ul style="list-style-type: none">• water-based polyurethanes which may have matt, satin or gloss finish
Tools and equipment include:	<ul style="list-style-type: none">• orbital sander• rotary sander• hand sander• vacuum cleaner• brushes• applicators• rollers• roller tray• hammer• nail punch• spatula
Surfaces to be finished include:	<ul style="list-style-type: none">• traditional tongue and groove strip flooring• gluedown or floating strip flooring• engineered timber flooring• block or mosaic parquet flooring

Surface inspection includes:	<ul style="list-style-type: none">• ensuring that surface is free from dust and debris, moisture content is acceptable and stable and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
WHS requirements include:	<ul style="list-style-type: none">• personal protective equipment which is to include that prescribed under legislation, regulation and enterprise policies and practices, and include:<ul style="list-style-type: none">• isolation processes, including barriers, tapes and entry access controls• breathing support and ventilation extraction systems
Application methods include:	<ul style="list-style-type: none">• rags• brushes• rollers• applicators• spatula
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3403A Apply water-based coatings to timber flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3024 Apply water-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete at least the application of two (2) different water-based products to two (2) different timber species
- Identify faults/problems and identify and carry out corrective action
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of water-based coatings to timber flooring
- Organisational and site standards, requirements, policies and procedures for applying water-based coatings to timber flooring
- Methods of floor preparation from basic sanding to finishing sanding and edging
- Characteristics of water-based coatings in relation to ventilation, moisture content and reaction to change of temperature and relative humidity
- Types, characteristics, uses and limitations of water-based coating materials, including manufacturer recommendations
- Types and uses of floor finishing tools and equipment
- Workplace safety systems related to timber floor finishing processes
- Work flow in relation to the application of water-based coatings to timber floors

- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic finishing requirement, materials, equipment and specifications relevant to the coating application.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3025 Apply oil-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting oil-based coating systems appropriate for the job, preparing for the work and applying the selected coatings to timber and parquet floors.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of oil-based coatings to timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Oil-based coating material is selected with regard to durability, longevity, aesthetics, manufacturer recommendations and client expectations
		1.4	Selected coating materials are assessed as being

- compatible with each other, with the surface to be finished and with manufacturer recommendations
- 1.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 1.6 Surface to be finished is inspected and assessed as being ready for coating and barrier signs to coating area are erected
 - 1.7 Work sequence is planned to ensure efficiency and quality of application
 - 1.8 WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work
- 2 Apply finishing system
 - 2.1 Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
 - 2.2 Environmental protection regulations are complied with
 - 2.3 Oil-based coating material is applied in accordance with manufacturer recommendations
 - 2.4 Recommended drying times between coats are observed
 - 2.5 Buffing or sanding between coats, where required, is carried out according to manufacturer recommendations
 - 2.6 Final finish meets the requirements of the job
- 3 Complete housekeeping
 - 3.1 Unused materials are resealed and stored
 - 3.2 Tools and equipment are cleaned, maintained and stored
 - 3.3 Work area is cleaned and waste material is removed and disposed of safely
 - 3.4 Barriers and signs are removed and stored
 - 3.5 Workplace documentation/reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Oil-based coating materials include: | <ul style="list-style-type: none">• waxes• oils• oleoresins• one-can urethane oils |
| Tools and equipment includes: | <ul style="list-style-type: none">• orbital sander• rotary sander• hand sander• vacuum cleaner• brushes• applicators• rollers• roller tray• hammer• nail punch• spatula |
| Surfaces to be finished include: | <ul style="list-style-type: none">• traditional tongue and groove strip flooring• gluedown or floating strip flooring• engineered timber flooring |

Surface inspection includes:	<ul style="list-style-type: none">• block or mosaic parquet flooring• ensuring that surface is free from dust and debris, moisture content is acceptable and stable and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
WHS requirements include:	<ul style="list-style-type: none">• personal protective equipment which is to include that prescribed under legislation, regulation and enterprise policies and practices, and include:<ul style="list-style-type: none">• isolation processes, including barriers, tapes and entry access controls• breathing support and ventilation extraction systems
Application methods include:	<ul style="list-style-type: none">• rags• brushes• rollers• applicators• spatula
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3404A Apply oil-based coatings to timber flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3025 Apply oil-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete at least the application of two (2) different oil-based products to two (2) different timber species
- Identify faults/problems and identify and carry out corrective action
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of oil-based coating to timber flooring
- Organisational and site standards, requirements, policies and procedures for applying oil-based coatings
- Methods of floor preparation from basic sanding to finishing sanding and edging
- Characteristics of oil-based coatings in relation to ventilation, moisture content and reaction to change of temperature and relative humidity
- Type, characteristics, uses and limitation of oil-based coating materials, including manufacturer recommendations
- Types and uses of floor finishing tools and equipment
- Workplace safety systems related to cork floor finishing processes
- Work flow in relation to the application of oil-based coatings to timber floors

- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic finishing requirement, materials, equipment and specifications relevant to the coating application.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3026 Apply composite-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting composite-based coating systems appropriate for the job, preparing for the work and applying the selected coatings to timber flooring.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of composite-based coatings to timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Composite-based coating material is selected with regard to durability, longevity, aesthetics, manufacturer recommendations and client expectations
		1.4	Selected coating materials are assessed as being

		compatible with each other, with the surface to be finished and with manufacturer recommendations
	1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.6	Surface to be finished is inspected and assessed as being ready for coating and barrier signs to coating area are erected
	1.7	Work sequence is planned to ensure efficiency and quality of application
	1.8	WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work
2	Apply finishing system	
	2.1	Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
	2.2	Environmental protection regulations are complied with
	2.3	Coating material is prepared in accordance with manufacturer specifications
	2.4	Coating material is applied in accordance with manufacturer recommendations
	2.5	Recommended drying times between coats are observed
	2.6	Buffing or sanding between coats, where required, is carried out according to manufacturer recommendations
	2.7	Final finish meets the requirements of the job
	2.8	Floor maintenance instructions and warranty provisions are provided to the client, where required, in accordance with workplace procedures
3	Complete housekeeping	
	3.1	Unused materials are resealed and stored
	3.2	Tools and equipment are cleaned, maintained and stored
	3.3	Work area is cleaned and waste material is removed and disposed of safely
	3.4	Barriers and signs are removed and stored

3.5 Workplace documentation/reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Composite-based coating materials include: | <ul style="list-style-type: none">• oil-modified urethanes (OMU) and urethane oil/alkyd 'tung oil' based finishes which may provide a subdued, satin to semi-gloss appearance and are unlikely to edge bond boards. They darken with time and require more frequent maintenance particularly in high traffic areas. Acrylic floor polishes are used protect the finish |
| Tools and equipment include: | <ul style="list-style-type: none">• brooms• brushes• vacuum cleaner• paint brushes• applicators• paint rollers• roller tray• spatula |

	<ul style="list-style-type: none">• masking tape• plastic sheeting
Surfaces to be finished include:	<ul style="list-style-type: none">• traditional tongue and groove strip timber flooring• block or mosaic parquet flooring
Surface inspection includes:	<ul style="list-style-type: none">• ensuring that surface is free from dust and debris, moisture content is acceptable and stable and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
WHS requirements include:	<ul style="list-style-type: none">• personal protective equipment which is to include that prescribed under legislation, regulation and enterprise policies and practices, and include:<ul style="list-style-type: none">• isolation processes, including barriers, tapes and entry access controls• breathing support and ventilation extraction systems
Application methods include:	<ul style="list-style-type: none">• brushes• rollers• applicators
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3405A Apply composite based coatings

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3026 Apply composite-based coatings to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete at least the application of two (2) different composite-based products to two (2) different timber species, one (1) to strip timber flooring and one (1) to parquet flooring
- Identify faults/problems and identify and carry out corrective action
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of composite-based coatings to timber flooring
- Organisational and site standards, requirements, policies and procedures for applying composite-based coatings to timber flooring
- Methods of floor preparation from basic sanding to finishing sanding and edging
- Characteristics of composite-based coatings in relation to ventilation, moisture content of timber, timber species and reaction to change of temperature and relative humidity
- Type, characteristics, uses and limitation of composite-based coating materials including manufacturer recommendations
- Types and uses of floor finishing tools and equipment
- Workplace safety systems related to floor finishing processes
- Work flow in relation to the application of composite-based coatings to timber floors

- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for measurement and estimation of composite-based coatings for a given area
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic finishing requirement, materials, equipment and specifications relevant to the coating application.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3027 Apply emulsion wax to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting emulsion wax coating systems appropriate for the job, preparing for the work and applying selected coatings to timber flooring.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of emulsion wax to timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Emulsion wax coating material is selected with regard to durability, longevity, aesthetics, manufacturer recommendations and the client's expectations
		1.4	Selected coating materials are assessed as being

		compatible with each other, with the surface to be finished and with manufacturer recommendations
	1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.6	Surface to be finished is inspected and assessed as being ready for coating and barrier signs to coating area are erected
	1.7	Work sequence is planned to ensure efficiency and quality of application
	1.8	WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work
2	Apply finishing system	
	2.1	Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
	2.2	Environmental protection regulations are complied with
	2.3	Emulsion wax is prepared in accordance with manufacturer specifications
	2.4	Emulsion wax is applied in accordance with manufacturer recommendations
	2.5	Recommended drying times between coats are observed
	2.6	Buffing or sanding between coats, where required, is carried out according to manufacturer recommendations
	2.7	Final finish meets the requirements of the job
	2.8	Floor maintenance instructions and warranty provisions are provided to the client in accordance with workplace procedures
3	Complete housekeeping	
	3.1	Unused materials are resealed and stored
	3.2	Tools and equipment are cleaned, maintained and stored
	3.3	Work area is cleaned and waste material is removed and disposed of safely
	3.4	Barriers and signs are removed and stored

3.5 Workplace documentation/reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Emulsion wax include: | <ul style="list-style-type: none">• emulsions with insoluble polymers suspended in water using emulsifiers to produce waterborne coatings of non-water soluble ingredients, which may have matt, satin or gloss finish depending on buffing procedures |
| Tools and equipment include: | <ul style="list-style-type: none">• rotary polishing machine• vacuum cleaner• brushes• applicators• rollers• roller tray |
| Surfaces to be finished include: | <ul style="list-style-type: none">• traditional tongue and groove strip timber flooring• gluedown or floating strip flooring• engineered timber flooring |

Surface inspection includes:	<ul style="list-style-type: none">• block or mosaic parquet flooring• ensuring that surface is free from dust and debris, moisture content is acceptable and stable and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
WHS requirements include:	<ul style="list-style-type: none">• personal protective equipment which is to include that prescribed under legislation, regulation and enterprise policies and practices, and include:<ul style="list-style-type: none">• isolation processes, including barriers, tapes and entry access controls• breathing support and ventilation extraction systems
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3406A Apply emulsion wax

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3027 Apply emulsion wax to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete at least the application of two (2) different emulsion wax products to two (2) different timber flooring types
- Identify faults/problems and identify and carry out corrective action
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of emulsion wax to timber flooring
- Organisational and site standards, requirements, policies and procedures for applying emulsion wax to timber flooring
- Methods of floor preparation from basic sanding to finishing sanding and edging
- Characteristics of emulsion wax in relation to ventilation, moisture content and reaction to change of temperature and relative humidity
- Type, characteristics, uses and limitation of emulsion wax, including manufacturer recommendations
- Types and uses of floor finishing tools and equipment
- Workplace safety systems related to floor finishing processes
- Work flow in relation to the application of emulsion wax to timber floors

- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic finishing requirement, materials, equipment and specifications relevant to the coating application.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3028 Apply stains and fillers to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting stains and fillers appropriate for the job, preparing for the work and applying the selected stains and fillers to timber flooring.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of stains and fillers to timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Stain and filling material are selected with regard to durability, longevity, aesthetics, manufacturer recommendations and client expectations
		1.4	Selected stain and filler materials are assessed as being

- compatible with each other, with the surface to be finished, and with manufacturer recommendations
- 1.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 1.6 Products with surface or other faults are identified and faults repaired as appropriate
 - 1.7 Surface to be stained and/or filled is inspected and assessed as being ready for coating with the selected stain/filler
 - 1.8 Work sequence is planned to ensure efficiency and quality of application
 - 1.9 WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work
- 2 Apply finishing system
- 2.1 Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
 - 2.2 Environmental protection regulations are complied with and barrier signs to work area are erected
 - 2.3 Staining and/or filling material is prepared in accordance with manufacturer specifications
 - 2.4 Trial applications of stains and/or fillers are made to check equipment operation, materials consistency, viscosity and specified colour
 - 2.5 Faults and/or inconsistencies in colour are identified and workplace procedures for rectification and adjustment are followed
 - 2.6 Staining and/or filling material is applied in accordance with manufacturer recommendations
 - 2.7 Recommended drying times between coats are observed
 - 2.8 Buffing or sanding between coats, where required, is carried out according to manufacturer recommendations
 - 2.9 Finished products are inspected and approved for suitability for further processing

		2.10	Final finish meets the requirements of the job
3	Complete housekeeping	3.1	Unused materials are resealed and stored
		3.2	Tools and equipment are cleaned, maintained and stored
		3.3	Work area is cleaned and waste material is removed and disposed of safely
		3.4	Barriers and signs are removed and stored
		3.5	Workplace documentation/reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Stains include:**
- pigment and fade-resisting stains
 - lacquer-based wiping stains
 - spirit-based stains
 - water and oil-based stains

Fillers include:	<ul style="list-style-type: none">• oil-based• water-based• plastic (one-pot) filler
Tools and equipment include:	<ul style="list-style-type: none">• liquid containers• rubber gloves• face masks• brooms• brushes• vacuum cleaner• paint brushes• applicators• paint rollers• roller tray• sanding blocks• flat trowel• spatula• masking tape• plastic sheeting
Surfaces to be finished include:	<ul style="list-style-type: none">• traditional tongue and groove strip timber flooring• block or mosaic parquet flooring
Surface inspection includes:	<ul style="list-style-type: none">• ensuring that surface is free from dust and debris, moisture content is acceptable and stable and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
WHS requirements include:	<ul style="list-style-type: none">• personal protective equipment which is to include that prescribed under legislation, regulation and enterprise policies and practices, and include:<ul style="list-style-type: none">• isolation processes, including barriers, tapes and entry access controls• breathing support and ventilation extraction systems
Application methods include:	<ul style="list-style-type: none">• brushes• rollers• applicators
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans,

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3407A Apply stains and fillers

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3028 Apply stains and fillers to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete the selection and application of a minimum of two (2) types of stains, including:
 - lacquer-based
 - spirit-based
- Apply fillers to a minimum of one (1) parquet floor and one (1) strip floor of two (2) different timber types
- Identify faults/problems and identify and carry out corrective action
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of stains and fillers to timber flooring
- Organisational and site standards, requirements, policies and procedures for applying stains and fillers to timber flooring
- Methods of floor preparation from basic sanding to finishing sanding and edging
- Characteristics of stains and fillers in relation to ventilation, moisture content of timber, timber species and reaction to change of temperature and relative humidity
- Types, characteristics, uses and limitations of stain and filling materials, including manufacturer recommendations

- Types and uses of floor staining and filling tools and equipment
- Workplace safety systems related to floor staining and filling processes
- Work flow in relation to the application of stains and fillers to timber floors
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for measurement, estimation and mixing of stains and fillers for a given area
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic finishing requirement, materials, equipment and specifications relevant to the coating application.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3029 Adapt and apply custom designs to timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and presenting a range of design concepts as solutions to a design brief in accordance with integral design elements and principles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Select and adapt the design	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to timber flooring design are verified and complied with
		1.2	Client design concept is matched with available custom designs and the preferred design selected
		1.3	Design concept is adapted to suit the dimensions of the floor area
		1.4	Scale representations of the design application are prepared
2	Select the timber	2.1	Budget and availability constraints are used to identify realistic timber options

		2.2	Timber options are analysed on the basis of durability, longevity, aesthetics, manufacturer recommendations and client expectations
		2.3	Most appropriate timber options are selected and incorporated into the job specification
3	Select the finishing technique and materials	3.1	Effects of finishing materials on the final appearance of the design are identified and analysed
		3.2	Effects of the finishing technique on the final appearance of the design are identified
		3.3	Finishing techniques and materials which best complement the design aesthetics are selected and incorporated into the job specification
4	Finalise the job specification	4.1	Job specifications covering working drawings, material specifications and costs are finalised
		4.2	Client approval for the job specification is obtained

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation

	<ul style="list-style-type: none">insurance requirements
Timber flooring design includes:	<ul style="list-style-type: none">work requires individuals to demonstrate some discretion, judgement and problem solvingthe pattern, logo or motif that is being incorporated into the timber floor
Available custom designs include:	<ul style="list-style-type: none">those created by others, including material providers, manufacturers and professional design outlets and made available through complementary or commercial means
Scale representations include:	<ul style="list-style-type: none">the adaptation of the custom design to the specific dimensions of the intended flooring coverage and may be prepared manually or using computer-aided means
Timber options include:	<ul style="list-style-type: none">those timbers which are within the cost envelope and are capable of being used to achieve the design requirements in terms of:<ul style="list-style-type: none">colourtexturehardnessworkabilitycompatibilityendurance
Job specification includes:	<ul style="list-style-type: none">measurementsmaterials to be usedpreparation and application processes/procedures to be followed
Effect of finishing materials include:	<ul style="list-style-type: none">colour matching/contrast requirements as well as:<ul style="list-style-type: none">durabilitymoisture managementother protection control requirements
Effects of finishing techniques include:	<ul style="list-style-type: none">the impact and effects of securing filling and sanding
Working drawings include:	<ul style="list-style-type: none">drafted technical drawingsdrawings produced on computer using computer-aided design (CAD) software packages
Material specifications include:	<ul style="list-style-type: none">materialsconstruction methods and proceduresfinishing methods and techniquescompatibility requirements and limitationsrelevant national and industry standards
Information and procedures include:	<ul style="list-style-type: none">workplace procedures relating to the use of tools and equipmentwork instructions, including job sheets, cutting lists, plans,

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3501A Adapt and apply custom designs to timber flooring

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3029 Adapt and apply custom designs to timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Adapt a minimum of two (2) custom designs for timber flooring, including the preparation of detailed job specifications with:
 - one (1) for a strip floor
 - one (1) for a parquet floor
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to adapting and applying custom designs to timber flooring
- Organisational and site standards, requirements, policies and procedures for adapting and applying custom designs to timber flooring
- Types, characteristics, uses and limitations of commonly used flooring timbers
- Types, characteristics, uses, limitations and effects on timber of finishing materials
- Availability and costs of flooring timbers
- Manual and CAD techniques
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic tasks covering a strip floor and parquetry floor, a range of custom designs, information and equipment relevant to adapting and presenting design information, and a real/simulated client.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3030 Cut and install timber flooring materials to stairs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing timber flooring materials to stairs and steps.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare materials for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing timber flooring materials to stairs and steps are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Floor condition is assessed for suitability for installation of timber flooring to stairs
		1.4	Stairway or steps are measured and the required amount flooring materials is calculated

		1.5	Suitable adhesives, trims and accessories are selected if required
		1.6	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.7	Sequence of work is planned, including a starting point, to ensure efficiency and quality of installation
2	Set out materials for installation	2.1	Timber flooring to be installed is checked against work order
		2.2	Timber flooring is acclimatised according to manufacturer recommendations
		2.3	Materials for fixing is organised and used in accordance with relevant safety management requirements
		2.4	Working lines and starting point are established
3	Lay out flooring material	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Materials are laid out to meet any design and specification requirements and minimise waste
		3.3	The aesthetics of the materials are maximised, including matching grains and colours
		3.4	Underlay, if required, is checked against specified type, manufacturer recommendations and fittings
		3.5	Any remedial work to stairway is carried out
4	Install flooring material	4.1	Flooring materials are cut following workplace procedures
		4.2	Underlay, if required, is installed following manufacturer recommendations
		4.3	Fixing methods and equipment are used following manufacturer recommendations
		4.4	Flooring materials are installed to specifications to the sub-floor following workplace procedures
		4.5	Finished stairway is checked for flaws in installation and materials and faults rectified

5	Complete housekeeping	5.1	Unused materials are stored or recycled as required
		5.2	Tools and equipment are cleaned and stored appropriately
		5.3	Work area is cleaned and rubbish disposed of appropriately
		5.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving
Timber flooring materials include:	<ul style="list-style-type: none"> • parquetry • floating floors • strip timber floors (non-structural)
Stairs and steps include:	<ul style="list-style-type: none"> • open newel • bullnose steps • circular • recessed steps

	<ul style="list-style-type: none">• open tread• box steps• kite winder treads
Tools and equipment include:	<ul style="list-style-type: none">• hammer• compressor• staple gun• bar scribe• utility knife• straight edge• drill• hand saw• chisels• drop saw• nail gun• planer• circular saw• combination saw
Materials include:	<ul style="list-style-type: none">• parquet• floating floor and strip flooring materials• underlay• adhesives• nails• trims• nosing• accessories
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3502A Cut and install timber flooring materials to stairs

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3030 Cut and install timber flooring materials to stairs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of three (3) types of the timber flooring material installation to stairs from the following different options:
 - floating
 - strip timber flooring
 - parquetry
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the installation of timber flooring to stairs
- Organisational and site standards, requirements, policies and procedures for the installation of timber flooring to stairs
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Set-up and operation of equipment
- Products assembly techniques
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information
- Types, characteristics, uses and limitations of timber flooring materials
- Types and uses of timber flooring cutting and installation tools, equipment and materials
- Characteristics of timber and monolithic sub-floors
- Techniques for preparing sub-floors
- Techniques and requirements for conducting moisture testing
- Workplace safety system requirements relating to cutting and installing timber flooring materials
- Work flow in relation to the installing of timber flooring materials, including parquetry, floating floors and strip timber floors (non-structural)

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to the installation of timber flooring materials to stairs.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3031 Install direct stick timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers directly sticking a pre-finished, engineered or direct stick timber floor within a space to a hard underlay base or sub-floor.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of direct stick timber flooring are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for suitability for installation of direct stick timber flooring consistent with Australian Standards, industry standards and manufacturer recommendations |

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|---|------------------------------------|-----|---|
| | | 1.4 | Suitable underlays, adhesives, trims and accessories are selected as required |
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Set out materials for installation | 2.1 | Pre-finished, engineered or direct stick timber flooring are acclimatised according to manufacturer recommendations |
| | | 2.2 | Pre-finished, engineered or direct stick timber flooring for fixing are organised and used in accordance with relevant safety management requirements |
| | | 2.3 | Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting or sent for machining |
| | | 2.4 | Adhesives and edge direct sticks are prepared for use as required |
| | | 2.5 | Working lines and starting point are established |
| 3 | Cut flooring | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Appropriate underlay is laid according to manufacturer recommendations |
| | | 3.3 | Pre-finished, engineered or direct stick timber flooring are laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate |
| | | 3.4 | The aesthetics of the materials are maximised, where appropriate, matching grains and colours |
| | | 3.5 | Pre-finished, engineered or direct stick timber flooring materials are accurately and clearly marked for cutting |
| | | 3.6 | Timber battens are accurately and clearly marked for cutting |
| | | 3.7 | Timber flooring is cut to length and size for final laying ensuring minimum waste |

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|---|-----------------------|-----|--|
| 4 | Lay flooring | 4.1 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 4.2 | Adhesives and edge direct sticks/accessories are prepared for use as required |
| | | 4.3 | Fixing methods and equipment are used following manufacturer recommendations |
| | | 4.4 | Appropriate field and perimeter expansion joints are allowed |
| | | 4.5 | Skirting boards or cover trims are fitted/re-fitted and finished |
| | | 4.6 | Finished job is inspected and any imperfections are rectified following workplace procedures |
| 5 | Complete housekeeping | 5.1 | Unused materials are stored or recycled as required |
| | | 5.2 | Tools and equipment are cleaned and stored appropriately |
| | | 5.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 5.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Direct stick timber flooring includes:	<ul style="list-style-type: none">• direct stick tongue and groove floating floors• manufactured engineered flooring used for indoor sporting applications
Adhesives include:	<ul style="list-style-type: none">• polyvinyl alcohol (PVA)• epoxies• polyurethane elastomeric
Tools and equipment include:	<ul style="list-style-type: none">• drop saw• jig saw• hand saw• undercut saw• plunge saw• hammer• bar scribe• utility knife• circular saw• bench saw• straight edge• cramps• staple gun• secret nailer• roller• flooring cramps• strap clamps• wall clamps• sanding machines (drum, belt and rotary)• edger
Materials include:	<ul style="list-style-type: none">• flooring materials• underlay• edge direct sticks• tapes• adhesives• metal fixings

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3503A Install direct stick timber flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3031 Install direct stick timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of three (3) of the following types of installation:
 - glue-together system
 - direct stick system
 - self-locking system
 - inserted plastic tongue system
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of direct stick timber flooring
- Organisational and site standards, requirements, policies and procedures for the installation of direct stick timber flooring
- Environmental protection requirements
- Types, characteristics, uses and limitations of:
 - direct stick timber flooring installed
 - installation adhesives

- Types and uses of tools and equipment used during the installation of direct stick timber flooring
- Basic wood working techniques relevant to the installation of direct stick timber flooring installed
- Workplace safety system requirements relevant to the installation of direct stick timber flooring
- Work flow in relation to the laying of direct stick timber flooring operations
- Characteristics and requirements of sub-floor preparation
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing direct stick timber flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3032 Inspect defective timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing for, carrying out and reporting on inspections of defective timber flooring.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan and prepare for the inspection	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the inspection of timber flooring are verified and complied with
		1.2	WHS requirements, including personal protection needs, are observed throughout the work
		1.3	The purpose, scope, formality and reporting requirements for the inspection are identified, clarified and agreed
		1.4	The need for, and liability associated with, the outcome

		of invasive inspection techniques are documented and agreed
	1.5	Tools, equipment and materials required for the inspection are selected and checked prior to use to ensure that they are appropriate for the work and in a safe condition
	1.6	Sequence of work is planned to ensure efficiency and quality of outcome
2	Conduct the inspection	2.1 Initial visual and other non-invasive inspections are completed to identify and isolate further inspection needs
	2.2	Finishing faults and remedial options are identified and analysed
	2.3	Structural faults and remedial options are identified and analysed
	2.4	Material faults, including infestation and moisture effects, and remedial options are identified and analysed
	2.5	Sub-floor faults, their impacts and remedial options are identified and analysed
	2.6	Areas invasively inspected are made safe
3	Report on the inspection	3.1 The inspection report addresses the agreed terms of reference
	3.2	The report clearly identifies the scope of the inspection, the findings and the suggested options for addressing the faults or findings
	3.3	The report is presented to the client together with any required clarification

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Invasive inspection techniques include: | <ul style="list-style-type: none">• those which require significant removal of coatings and materials and where restoration is required, regardless of the inspection finding |
| Finishing faults include: | <ul style="list-style-type: none">• contaminated coating (dust and foreign objects)• coating rejection• incorrect coating• swirl marks• scratches• drum marks• waves• taper tracks• striations• rippers• chatter marks• edge bonding |
| Structural faults include: | <ul style="list-style-type: none">• splits• cracks• broken boards• failed fixings• incorrect board size |
| Materials faults include: | <ul style="list-style-type: none">• warp• wane• curvature• shakes• insect defects• knots |

- Sub-floor faults include:**
 - resin pockets
 - incorrect levels
 - soundness
 - moisture
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3504A Inspect defective timber flooring

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3032 Inspect defective timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Inspect and correctly report on two (2) timber floors where one (1) requires invasive inspection techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the inspection of timber floors
- Organisational and site standards, requirements, policies and procedures for the inspection of timber floor
- Legal prerogatives and responsibilities for invasive inspection techniques and effects commonly experienced:
 - finishing faults and repair/restoration options
 - structural faults and repair/restoration options
 - material faults and repair/restoration options
 - sub-floor faults and repair/restoration options
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic inspection requirements, a real/simulated client, and materials and equipment relevant to inspection and presentation of findings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3033 Install block parquetry flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, setting out, cutting and installing block parquetry flooring in domestic and commercial sites.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of block parquetry are verified and complied with
		1.2	WHS requirements, including personal protection needs, are observed throughout the work
		1.3	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.4	Sub-floor condition is assessed for suitability for installation of block parquetry flooring consistent with

			Australian Standards, industry standards and manufacturer recommendations
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Skirting boards or cover trims are removed or undercut if required and stored for re-fitting
		1.7	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out block parquetry flooring	2.1	Block parquetry flooring are acclimatised according to manufacturer recommendations
		2.2	Block parquetry flooring for fixing are organised and used in accordance with relevant safety management requirements
		2.3	Adhesives and edge strips are prepared for use as required
		2.4	Area to be covered is measured, working lines and starting point are established
3	Lay out and cut parquetry blocks	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Appropriate underlay is laid according to manufacturer recommendations
		3.3	Block parquetry flooring is laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins
		3.4	The aesthetics of the materials are maximised, including matching grains and colours
		3.5	Parquetry blocks are accurately and clearly marked for cutting
		3.6	Parquetry blocks are cut, where required, to provide appropriate size and shape ensuring minimum waste
4	Install block parquetry	4.1	Adhesives and edge strips/accessories are prepared for use as required
		4.2	Adhesives are used following workplace procedures

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|---|-----------------------|--|
| | 4.3 | Fixing methods and equipment are used following manufacturer recommendations |
| | 4.4 | Parquet is installed and fixed to produce required pattern |
| | 4.5 | Appropriate field and perimeter expansion joints are allowed |
| | 4.6 | Skirting boards or cover trims are fitted/re-fitted and finished |
| | 4.7 | Finished job is inspected and any imperfections are rectified following workplace procedures |
| 5 | Complete housekeeping | 5.1 Unused materials are stored or recycled as required |
| | | 5.2 Tools and equipment are cleaned and stored appropriately |
| | | 5.3 Work area is cleaned and rubbish disposed of appropriately |
| | | 5.4 Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent

	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Sub-floor assessment includes:	<ul style="list-style-type: none">• testing for moisture content• expansion• rot• structural strength• smoothness• plane
Tools and equipment include:	<ul style="list-style-type: none">• drop saw• hand saw• radial arm saw• router• stringline• chalk and chalk-line• square• notched trowel• moisture meter• straight edge• template• plunge saw• jig saw• bench saw• band saw• circular saw• planer• laser level
Materials include:	<ul style="list-style-type: none">• underlays• adhesives• timber fillers• skirting boards• cover trims• accessories
Adhesives include:	<ul style="list-style-type: none">• polyvinyl alcohol (PVA)• epoxy• polyurethane elastomeric
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3505A Install block parquetry flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3033 Install block parquet flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) block parquet floors, which are to include at least:
 - one (1) personally designed pattern
 - one (1) block floor, herringbone pattern with a two block border
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of block parquet
- Organisational and site standards, requirements, policies and procedures for the installation of block parquet
- Environmental protection requirements
- Types, characteristics, uses and limitations of block parquet flooring
- Types and uses of tools and equipment used during the installation of block parquet flooring
- Types, uses and limitations of adhesives
- Workplace safety systems relevant to the installation of block parquet flooring
- Work flow in relation to the laying of block parquet flooring
- Appropriate mathematical procedures for estimation and measurement

- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic block parquet installation requirement, materials, equipment and specifications relevant to the installation of block parquet flooring.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3034 Install cork tiles

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting and installing pre-finished or raw cork tiles or cork supplied in other forms, over a pre-prepared hard underlay or sub-floor.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for installation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to installing cork tiles are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify the process required to complete work tasks
		1.3	Floor condition is assessed for suitability for installation of cork tiles
		1.4	Suitable adhesives, trims and accessories are selected
		1.5	Tools, equipment and materials are selected and checked

			prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned to correctly identify the starting point and to ensure lay out and fixing is in logical order
2	Set out materials	2.1	Cork tiles to be installed are checked against work order
		2.2	Cork tiles are acclimatised according to manufacturer recommendation
		2.3	Materials for fixing are organised and used in accordance with relevant safety management requirements
		2.4	Working lines and starting point are established
3	Lay cork tiles	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Tiles are laid out to meet specification requirements and to minimise waste
		3.3	Tile grains and patterns are matched or contrasted as appropriate
		3.4	Tiles are accurately and clearly marked for cutting
		3.5	Tiles are cut to required shape with minimum waste of materials and laid
		3.6	Completed installation is checked for flaws in installation and materials and faults rectified
4	Complete housekeeping	4.1	Unused materials are stored or recycled as required
		4.2	Tools and equipment are cleaned and stored appropriately
		4.3	Work area is cleaned and rubbish disposed of appropriately
		4.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Cork tiles include: | <ul style="list-style-type: none">• plain or patterned and may range from light to dark in colour and fine to coarse in grain |
| Adhesives include: | <ul style="list-style-type: none">• wet method• dry method |
| Tools and equipment include: | <ul style="list-style-type: none">• utility knife• straight edge• square• chalk-line• tape measure• serrated or flat trowel• bar scribe• dividers• hand roller• heavy roller• broom• vacuum cleaner• hammer |

- | | |
|--|---|
| Materials include: | <ul style="list-style-type: none">• cork tiles• adhesive• fillers• sealers• primers |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFL3506A Install cork tiles

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3034 Install cork tiles

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete at least one (1) installation using either a wet or dry method, including basic set-out and installation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installing cork tiles
- Organisational and site standards, requirements, policies and procedures for the installation of cork tiles
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information

- Appropriate mathematical procedures for estimation and measurement
- Type, characteristics, uses and limitations of:
 - cork tiles
 - cork tile installation adhesives
- Types and uses of tile installation tools and equipment
- Workplace safety system requirements related to cork tile laying
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to the cork tile floor covering operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to installing cork tiles.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3035 Install patterned parquet flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, setting out, cutting and installing patterned parquet flooring in domestic and commercial sites.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of patterned parquet flooring are verified and complied with
		1.2	WHS requirements, including personal protection needs, are observed throughout the work
		1.3	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.4	Sub-floor condition is assessed for suitability for installation of patterned parquet flooring consistent

			with Australian Standards, industry standards and manufacturer recommendations
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting
		1.7	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out patterned parquetry flooring	2.1	Patterned parquetry flooring are acclimatised according to manufacturer recommendations
		2.2	Patterned parquetry flooring for fixing are organised and used in accordance with relevant safety management requirements
		2.3	Adhesives and edge strips are prepared for use as required
		2.4	Area to be covered is measured, working lines and starting point are established
3	Lay out and cut parquetry patterns	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Appropriate underlay is laid according to manufacturer recommendations
		3.3	Patterned parquetry flooring is laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins
		3.4	The aesthetics of the materials are maximised, including matching grains and colours
		3.5	Cutting jigs for pattern components are measured and set for repetitive use
		3.6	Parquetry blocks are set in appropriate jig and cut
4	Install patterned parquetry	4.1	Adhesives and edge strips/accessories are prepared for use as required
		4.2	Adhesives are used following workplace procedures
		4.3	Fixing methods and equipment are used following

		manufacturer recommendations
	4.4	Parquetry is installed and fixed to produce required pattern
	4.5	Appropriate field and perimeter expansion joints are allowed
	4.6	Skirting boards or cover trims are fitted/re-fitted and finished
	4.7	Finished job is inspected and any imperfections are rectified following workplace procedures
5	Complete housekeeping	5.1 Unused materials are stored or recycled as required
		5.2 Tools and equipment are cleaned and stored appropriately
		5.3 Work area is cleaned and rubbish disposed of appropriately
		5.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative

	obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving
Sub-floor assessment includes:	<ul style="list-style-type: none">• testing for moisture content• expansion• rot• structural strength• smoothness• plane
Tools and equipment include:	<ul style="list-style-type: none">• drop saw• hand saw• radial arm saw• router• stringline• chalk and chalk-line• square• notched trowel• moisture meter• straight edge• template• plunge saw• jig saw• bench saw• band saw• circular saw• planer• laser level
Materials include:	<ul style="list-style-type: none">• underlays• adhesives• timber fillers• skirting boards• cover trims• accessories
Adhesives include:	<ul style="list-style-type: none">• polyvinyl alcohol (PVA)• epoxy• polyurethane elastamers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and

procedures include:

- equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3507A Install patterned parquetry flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3035 Install patterned parquetry flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) patterned parquetry floors, which are to include at least:
 - one (1) personally designed pattern
 - one (1) patterned floor, herringbone pattern with a two patterned border
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of patterned parquetry
- Organisational and site standards, requirements, policies and procedures for the installation of patterned parquetry
- Environmental protection requirements
- Types, characteristics, uses and limitations of patterned parquetry flooring
- Types and uses of tools and equipment used during the installation of patterned parquetry flooring
- Types, uses and limitations of adhesives
- Workplace safety systems relevant to the installation of patterned parquetry flooring
- Work flow in relation to the laying of patterned parquetry flooring
- Appropriate mathematical procedures for estimation and measurement

- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to the installation of patterned parquet flooring.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3036 Install mosaic parquetry flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, setting out, cutting and installing mosaic parquetry flooring in domestic and commercial sites

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of mosaic parquetry flooring are verified and complied with
		1.2	WHS requirements, including personal protection needs, are observed throughout the work
		1.3	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.4	Sub-floor condition is assessed for suitability for installation of mosaic parquetry flooring consistent with

			Australian Standards, industry standards and manufacturer recommendations
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting
		1.7	Sequence of work is planned, including start point, to ensure efficiency and quality of installation
2	Set out mosaic parquetry flooring	2.1	Mosaic parquetry flooring are acclimatised according to manufacturer recommendations
		2.2	Mosaic parquetry flooring for fixing are organised and used in accordance with relevant safety management requirements
		2.3	Adhesives and edge strips are prepared for use as required
		2.4	Area to be covered is measured, working lines and starting point are established
3	Lay out and cut parquetry mosaic fingers	3.1	Instructions and sequence for laying and fixing are followed
		3.2	Appropriate underlay is laid according to manufacturer recommendations
		3.3	Mosaic parquetry flooring is laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins
		3.4	The aesthetics of the materials are maximised, including matching grains and colours
		3.5	Parquetry mosaic fingers are accurately and clearly marked for cutting
		3.6	Parquetry mosaic fingers are cut, where required, to provide appropriate size and shape ensuring minimum waste
4	Install mosaic parquetry	4.1	Adhesives and edge strips/accessories are prepared for use as required
		4.2	Adhesives are used following workplace procedures

- | | | |
|---|-----------------------|--|
| | 4.3 | Fixing methods and equipment are used following manufacturer recommendations |
| | 4.4 | Parquet is installed and fixed to produce required pattern |
| | 4.5 | Appropriate field and perimeter expansion joints are allowed |
| | 4.6 | Skirting boards or cover trims are fitted/re-fitted and finished |
| | 4.7 | Finished job is inspected and any imperfections are rectified following workplace procedures |
| 5 | Complete housekeeping | |
| | 5.1 | Unused materials are stored or recycled as required |
| | 5.2 | Tools and equipment are cleaned and stored appropriately |
| | 5.3 | Work area is cleaned and rubbish disposed of appropriately |
| | 5.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent

	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Sub-floor assessment includes:	<ul style="list-style-type: none">• testing for moisture content• expansion• rot• structural strength• smoothness• plane
Tools and equipment include:	<ul style="list-style-type: none">• drop saw• hand saw• radial arm saw• router• stringline• chalk and chalk-line• square• notched trowel• moisture meter• straight edge• template• plunge saw• jig saw• bench saw• band saw• circular saw• planer• laser level
Materials include:	<ul style="list-style-type: none">• underlays• adhesives• timber fillers• skirting boards• cover trims• accessories
Adhesives include:	<ul style="list-style-type: none">• polyvinyl alcohol (PVA)• epoxy• polyurethane elastomeric
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFL3508A Install mosaic parquetry flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3036 Install mosaic parquetry flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) mosaic parquetry floors, which are to include at least:
 - one (1) personally designed pattern
 - one (1) mosaic floor, herringbone pattern with a two mosaic border
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of mosaic parquetry
- Organisational and site standards, requirements, policies and procedures for the installation of mosaic parquetry flooring
- Types, characteristics, uses and limitations of mosaic parquetry flooring
- Types and uses of tools and equipment used during the installation of mosaic parquetry flooring
- Types, uses and limitations of adhesives
- Workplace safety systems relevant to the installation of mosaic parquetry flooring
- Work flow in relation to the laying of mosaic parquetry flooring
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements

- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic mosaic parquet installation requirement, materials, equipment and specifications relevant to the installation of mosaic parquet.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3037 Install sprung timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing a special purpose sprung platform-based timber floor for use in sporting or leisure facilities.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installing sprung timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Sub-floor condition is assessed for suitability for installation of sprung timber flooring consistent with Australian Standards, industry standards and manufacturer recommendations
		1.4	Suitable underlays, adhesives, trims and accessories are

		selected if required
	1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.6	Sequence of work is planned to identify the starting point and to ensure efficiency and quality of the work
2	Set out materials	2.1 Timber flooring to be installed is checked against order
		2.2 Timber flooring is acclimatised according to manufacturer recommendations
		2.3 Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting or sent for machining
		2.4 Timber flooring for fixing is organised and used in accordance with relevant safety management requirements
		2.5 Adhesives and edge strips are prepared for use as required
		2.6 Area to be covered is measured, working lines and starting point are established
3	Cut timber flooring	3.1 Instructions and sequence for laying and fixing are followed
		3.2 Underfloor pads are laid according to manufacturer recommendations
		3.3 Timber flooring is laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate
		3.4 The aesthetics of the materials are maximised, including matching grains and colours
		3.5 Timber flooring is accurately and clearly marked for cutting
		3.6 Timber flooring is cut to length and size for final laying to provide appropriate size and shape ensuring minimum waste
		3.7 Materials for fixing are organised and used in accordance with relevant safety management

			requirements
4	Lay sprung timber flooring	4.1	Instructions and sequence for laying and fixing are followed
		4.2	Materials for fixing are organised and used in accordance with relevant safety management requirements
		4.3	Fixing methods and equipment are used following manufacturer recommendations
		4.4	Appropriate field and perimeter expansion joints are allowed
		4.5	Skirting boards or cover trims are fitted/re-fitted and finished
		4.6	Finished job is inspected and any imperfections are rectified following workplace procedures
5	Complete housekeeping	5.1	Unused materials are stored or recycled as required
		5.2	Tools and equipment are cleaned and stored appropriately
		5.3	Work area is cleaned and rubbish disposed of appropriately
		5.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Sprung timber flooring includes:**
- strip tongue and groove
 - parquetry floating floors
 - manufactured engineered flooring used for indoor sporting applications
- Adhesives include:**
- polyvinyl alcohol (PVA)
 - polyurethane elastomeric
- Tools and equipment include:**
- drop saw
 - jig saw
 - hand saw
 - undercut saw
 - hammer
 - bar scribe
 - utility knife
 - and may include:
 - circular saw
 - bench saw
 - straight edge
 - cramps
 - clamps
 - staple gun
 - secret nailer
 - roller
 - sanding machines (drum, belt and rotary)
 - edger
- Materials include:**
- flooring materials
 - underlay
 - edge strips
 - tapes
 - adhesives
 - underfloor pads
 - ventilated skirtings

- Underfloor pads include:**
- rubber
 - neoprene
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3509A Install sprung timber flooring

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3037 Install sprung timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of one (1) type of sprung timber sports floor installation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of sprung timber sports flooring
- Organisational and site standards, requirements, policies and procedures for the installation of sprung timber sports flooring
- Environmental protection requirements
- Types and uses of tools and equipment used during the installation of sprung timber sports flooring
- Workplace safety system requirements relevant to the installation of sprung timber sports flooring
- Work flow in relation to the laying of sprung timber sports flooring
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information
- Types, characteristics, uses and limitations of:

- sprung timber sports flooring
- installation adhesives
- underfloor pads
- Basic wood working techniques relevant to the installation of sprung timber sports flooring
- Characteristics and requirements of sub-floor preparation
- Work flow in relation to flooring installation operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic sprung timber floor installation requirement, materials, equipment and specifications relevant to installing sprung timber flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3038 Install strip timber flooring onto battens

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing tongue and groove strip timber flooring onto battens which may be over joists or a sub-floor to either raise a floor or correct the level of a floor.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of strip timber flooring onto battens are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Sub-floor condition is assessed for suitability for installation of strip timber flooring consistent with Australian Standards, industry standards and manufacturer recommendations |

		1.4	Suitable moisture membrane, fixings, adhesives, trims and accessories are selected as required.
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Lay moisture membrane	2.1	Instructions and sequence for laying and fixing are followed
		2.2	Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting or sent for machining
		2.3	Moisture proof membrane is fixed following manufacturer recommendations and Australian Standards
3	Cut and fix timber battens	3.1	Timber flooring to be installed is checked against work order
		3.2	Timber flooring is acclimatised according to manufacturer recommendations
		3.3	Area to be covered is measured, working lines and starting point are established
		3.4	Timber battens for fixing are organised and used in accordance with relevant safety management requirements
		3.5	Timber battens are accurately and clearly marked for cutting
		3.6	Timber battens are cut to length and size for final laying to provide appropriate size and shape ensuring minimum waste
		3.7	Fixings are prepared for use as required
		3.8	Timber battens are fixed using methods and equipment that follows manufacturer recommendations
4	Cut and fix timber flooring	4.1	Instructions and sequence for laying and fixing timber flooring are followed

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| | | 4.2 | Work lines and starting point are established |
| | | 4.3 | Timber flooring is laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate |
| | | 4.4 | The aesthetics of the materials are maximised, where appropriate, matching grains and colours |
| | | 4.5 | Fixing methods and equipment are used following manufacturer recommendations |
| | | 4.6 | Timber flooring is cut to length and size for final laying to provide appropriate size and shape ensuring minimum waste |
| 5 | Lay strip timber flooring | 5.1 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 5.2 | Fixing methods and equipment are used following manufacturer recommendations and Australian Standards |
| | | 5.3 | Appropriate field and perimeter expansion joints are allowed |
| | | 5.4 | Skirting boards or cover trims are fitted and finished |
| | | 5.5 | Finished job is inspected and any imperfections are rectified following workplace procedures |
| 6 | Complete housekeeping | 6.1 | Unused materials are stored or recycled as required |
| | | 6.2 | Tools and equipment are cleaned and stored appropriately |
| | | 6.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 6.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Strip timber flooring onto battens includes: | <ul style="list-style-type: none">• strip tongue and groove floating floors• manufactured engineered flooring |
| Adhesives include: | <ul style="list-style-type: none">• polyvinyl alcohol (PVA)• polyurethane elastomeric |
| Tools and equipment include: | <ul style="list-style-type: none">• drop saw• jig saw• hand saw• undercut saw• hammer• bar scribe• utility knife• circular saw• bench saw• straight edge• cramps• clamps• staple gun |

- secret nailer
 - roller
 - sanding machines (drum, belt and rotary)
 - edger
- Materials include:**
- flooring materials
 - timber battens
 - edge strips
 - tapes
 - adhesives
 - metal fixings
 - ventilated skirtings
- Timber battens include:**
- timber battens with a density less than or equal to 600 Kg/m³, greater than 600 Kg/m³
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3510A Install strip timber flooring onto battens

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3038 Install strip timber flooring onto battens

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of one (1) installation of strip timber flooring onto battens
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of strip timber flooring
- Organisational and site standards, requirements, policies and procedures for the installation of strip timber flooring
- Environmental protection requirements
- Types, characteristics, uses and limitations of:
 - strip timber flooring installed onto battens
 - installation adhesives used in timber flooring
 - timber battens
- Types and uses of tools and equipment used during the installation of strip timber flooring
- Basic wood working techniques relevant to the installation of timber strip flooring installed onto to battens
- Workplace safety system requirements relevant to the installation of strip timber flooring installed onto battens

- Work flow in relation to the laying of strip timber flooring onto battens operations
- Characteristics and requirements of sub-floor preparation
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic strip timber floor installation requirement, materials, equipment and specifications relevant to installing strip timber flooring.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3039 Install strip timber flooring onto plywood

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing tongue and groove strip timber flooring onto plywood which may be over joists, concrete or a sub-floor to either raise a floor or correct the level of a floor.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the installation of strip timber flooring onto plywood are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Sub-floor condition is assessed for suitability for installation of strip timber flooring consistent with Australian Standards, industry standards and manufacturer recommendations

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|---|------------------------------|-----|--|
| | | 1.4 | Suitable moisture membrane, fixings, adhesives, trims and accessories are selected as required. |
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Lay moisture membrane | 2.1 | Instructions and sequence for laying and fixing are followed |
| | | 2.2 | Skirting boards or cover trims are removed or undercut, if required, and stored for re-fitting or sent for machining |
| | | 2.3 | Moisture proof membrane is fixed following manufacturer recommendations and Australian Standards |
| 3 | Cut and fix plywood underlay | 3.1 | Timber flooring to be installed is checked against order |
| | | 3.2 | Timber flooring is acclimatised according to manufacturer recommendations |
| | | 3.3 | Area to be covered is measured, working lines and starting point are established |
| | | 3.4 | Plywood underlay for fixing is organised and used in accordance with relevant safety management requirements |
| | | 3.5 | Plywood underlay is accurately and clearly marked for cutting |
| | | 3.6 | Plywood underlay is cut to length and size for final laying to provide appropriate size and shape ensuring minimum waste |
| | | 3.7 | Fixings are prepared for use as required |
| | | 3.8 | Plywood underlay is fixed using methods and equipment that follows manufacturer recommendations |
| 4 | Cut and fix timber flooring | 4.1 | Instructions and sequence for laying and fixing timber flooring are followed |
| | | 4.2 | Work lines and starting point are established |

		4.3	Timber flooring is laid out to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins as appropriate
		4.4	The aesthetics of the materials are maximised, where appropriate, matching grains and colours
		4.5	Fixing methods and equipment are used following manufacturer recommendations
		4.6	Timber flooring is cut to length and size for final laying to provide appropriate size and shape ensuring minimum waste
5	Lay strip timber flooring	5.1	Materials for fixing are organised and used in accordance with relevant safety management requirements
		5.2	Fixing methods and equipment are used following manufacturer recommendations and Australian Standards
		5.3	Appropriate field and perimeter expansion joints are allowed
		5.4	Skirting boards or cover trims are fitted and finished
		5.5	Finished job is inspected and any imperfections are rectified following workplace procedures
6	Complete housekeeping	6.1	Unused materials are stored or recycled as required
		6.2	Tools and equipment are cleaned and stored appropriately
		6.3	Work area is cleaned and rubbish disposed of appropriately
		6.4	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Strip timber flooring onto plywood underlay includes:	<ul style="list-style-type: none">• tongue and groove strip timber flooring on plywood which may be over joists, concrete or a sub-floor to either raise a floor or correct the level of a floor
Adhesives include:	<ul style="list-style-type: none">• polyvinyl alcohol (PVA)• polyurethane• elastomeric
Tools and equipment include:	<ul style="list-style-type: none">• drop saw• jig saw• hand saw• undercut saw• hammer• circular saw• bench saw• straight edge• cramps• clamps• staple gun• secret nailer• bar scribe• utility knife
Materials include:	<ul style="list-style-type: none">• flooring materials• strip timber floor boards• plywood underlay• edge strips

	<ul style="list-style-type: none">• timber and metal mouldings• tapes• adhesives• metal fixings• ventilated skirtings
Plywood underlay includes:	<ul style="list-style-type: none">• timber plywood underlay manufactured under a JAS-ANZ accredited product certification scheme meeting the internationally recognised ISO Type system for product reliability to AS/NZS 2269.0:2012 Plywood - Structural - Specifications
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is not equivalent to MSFFL3085 Install battens or plywood in preparation for strip timber

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3039 Install strip timber flooring onto plywood

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of one (1) installation of strip timber flooring onto plywood underlay fixed to a concrete sub-floor
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to installation of strip timber flooring onto plywood underlay
- Organisational and site standards, requirements, policies and procedures for the installation of strip timber flooring onto plywood underlay
- Type, characteristics, uses and limitations of:
 - strip timber flooring installed onto plywood underlay
 - installation adhesives
 - plywood underlay
- ISO Type 5 system for product reliability to AS/NZS 2269.0:2012 Plywood - Structural - Specifications
- Types and uses of tools and equipment used during the installation of strip timber flooring onto plywood underlay

- Basic wood working techniques relevant to the installation of timber strip flooring onto plywood underlay
- Workplace safety system requirements relevant to the installation of strip timber flooring onto plywood underlay
- Work flow in relation to the laying of strip timber flooring onto plywood underlay operations
- Characteristics and requirements of sub-floor preparation
- Environmental protection requirements
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information.

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic strip timber floor installation requirement, materials, equipment and specifications relevant to installing strip timber flooring onto plywood underlay.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3040 Repair timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers neatly removing existing defective floor components which may have cracked, split or have been defaced or damaged, and replacing the defective component with a matching piece.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the repairing timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Work instructions or customer feedback are used to identify required work
		1.4	Damaged floor is inspected to determine probable causes of damage or faults and assist in the repair planning

		process
	1.5	Damage assessment and work plan are used to select required materials
	1.6	Timber materials are matched to existing materials
	1.7	Quantities of replacement flooring and materials required are confirmed from the work plan
	1.8	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.9	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Set out materials	2.1 Timber flooring to be installed is checked against work order
		2.2 Timber flooring to be installed is acclimatised according to manufacturer recommendations
		2.3 Area to be repaired is measured and starting points are marked
		2.4 Damaged sections of floor are removed and/or prepared for repair following workplace procedures
		2.5 Suitable adhesives/fasteners, fillers and/or stains are selected following workplace procedures or work instructions
3	Repair flooring	3.1 Replacement flooring materials are cut to provide appropriate alignment of joints
		3.2 Adhesives/fasteners are used following workplace procedures
		3.3 Replacement flooring materials are installed to produce required finish
		3.4 Damaged areas are filled and/or re-stained to complete repair following workplace procedures
4	Complete housekeeping	4.1 Unused materials are stored or recycled as required
		4.2 Tools and equipment are cleaned and stored appropriately

- 4.3 Work area is cleaned and rubbish disposed of appropriately
- 4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|-------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Flooring includes: | <ul style="list-style-type: none">• timber floors• timber parquetry• floating floors• cork floors |
| Inspected includes: | <ul style="list-style-type: none">• determining probable causes of damage or fault so that the correct remedial action can be undertaken and prevent further damage to repaired floor, and includes checking:<ul style="list-style-type: none">• sub-floor ventilation, moisture, rot, insects, structural faults and/or fire damage |
| Tools and equipment | <ul style="list-style-type: none">• drop saw• jig saw |

include:	<ul style="list-style-type: none">• hand saw• nail gun• moisture meter• glue gun• belt sander• drum sander• edge sander• rotary sander• hammer• chisels• planer• circular saw• combination saw
Materials include:	<ul style="list-style-type: none">• flooring materials• underlay• edge strips• tapes• adhesives• underfloor pads• ventilated skirtings
Matched includes:	<ul style="list-style-type: none">• matching of timber product in terms of grade, colour and texture
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3512A Repair timber flooring

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3040 Repair timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) types of repair involving removing and replacing:
 - strip timber flooring
 - parquet flooring, and/or
 - floating flooring
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to repairing timber flooring
- Organisational and site standards, requirements, policies and procedures for the repairing of timber flooring
- Environmental protection requirements
- Types, characteristics, uses and limitations of timber floors
- Types and uses of tools and equipment used during the repairing of timber flooring
- Workplace safety system requirements relevant to the repairing of timber flooring
- Work flow in relation to the repairing of timber flooring
- Causes of imperfections and damage to timber flooring
- Characteristics of timber and concrete sub-floors
- Requirements of sub-floor ventilation

- Techniques and requirements for conducting moisture testing
- Workplace system requirements relating to inspecting and repairing timber flooring materials
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic sprung timber floor installation requirement, materials, equipment and specifications relevant to repairing timber floors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3041 Maintain timber, laminate and engineered flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and implementing maintenance systems to maintain timber, laminate and engineered flooring. The maintenance plan must be cost-effective, environmentally sensitive and specific to floor type and location.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare maintenance plan	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to flooring maintenance requirements are verified and complied with
		1.2	Instructions or plans are read and interpreted to identify process required to complete work tasks
		1.3	Maintenance requirements for timber, laminate and engineered flooring are identified from relevant information sources

- | | | | |
|---|----------------------------|-----|---|
| | | 1.4 | Maintenance costs are identified and quantified |
| | | 1.5 | Maintenance requirements are checked against warranty, insurance agreements and indemnity provisions |
| | | 1.6 | Maintenance plan is developed to promote and sustain performance and production systems in line with enterprise requirements |
| | | 1.7 | Effective workplace communication strategies are established with regard to maintenance plan, environmental and WHS policies, and enterprise requirements |
| 2 | Implement maintenance plan | 2.1 | Tools, equipment and materials are selected and checked prior to use |
| | | 2.2 | Resource and supply requirements are identified, secured and included in enterprise budgets and operational considerations |
| | | 2.3 | Prepared maintenance schedules and procedures are effectively communicated to customers, staff, contractors and suppliers to minimise negative impacts on maintenance systems and costs |
| | | 2.4 | Maintenance plans and work sequences are implemented and scheduled to minimise disruption to customer operations |
| | | 2.5 | Potential risks/hazards are assessed with regard to staff and supply problems, and contingency plans prepared accordingly |
| | | 2.6 | Timber, laminate and engineered flooring are maintained to manufacturer specifications, WHS and enterprise requirements |
| 3 | Monitor maintenance plan | 3.1 | Maintenance activities and performance are monitored against maintenance plan for efficiency and effectiveness |
| | | 3.2 | Workplace hazards and environmental implications associated with maintenance procedures are monitored and controlled in line with WHS and customer requirements |
| | | 3.3 | Costs are monitored and controlled within maintenance system budget requirements |

- 3.4 Relevant information with regard to the maintenance plan is documented in accordance with customer requirements
- 3.5 Timber, laminate and engineered flooring are maintained in clean and safe operational condition

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Maintenance requirements include: | <ul style="list-style-type: none">• wear• corrosion• design problems• equipment modifications• incorrect use• accidents and acts of nature |
| Maintenance plan includes: | <ul style="list-style-type: none">• maintenance activities and schedules• maintenance costs and budget details• staff |

Enterprise requirements include:

- resources and supply requirements
- roles and responsibilities
- contingency plan for staff and supply problems
- reporting requirements
- hazard and risk control measures
- WHS procedures
- personal protective clothing and equipment requirements
- environmental impact control measures
- standard operating procedures
- industry standards
- production schedules
- material safety data sheets (MSDS)
- legislative and licensing requirements
- work notes
- product labels
- manufacturer specifications
- operator manuals
- enterprise policies and procedures (including waste disposal, recycling and re-use guidelines)
- WHS procedures

Environmental policies include:

- environmental impacts resulting from emissions
- the unsafe use and disposal of maintenance debris (chemical residues)
- hazardous substances (cleaning solvents)
- dust problems
- unsafe cleaning and servicing activities

Tools and equipment include:

- brooms
- brushes
- vacuum cleaner
- mops
- mop buckets
- squeeze mops
- dust mops
- scissor mops
- buffing pads
- paint brushes
- polimate and wool applicators
- rotary brushes
- scouring pads
- paint rollers
- roller tray

Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
Risks/hazards include:	<ul style="list-style-type: none">• dust• mechanical vibration• hazardous substances (cleaning solvents)• hazardous atmosphere• the presence of bystanders• adverse weather conditions• electricity• power lines• mechanical malfunctions and other machinery, including hydraulics and exposed moving parts
Resource and supply include:	<ul style="list-style-type: none">• metallised polish• wax emulations• furniture protection felt pads• barrier mats• window coverings• wood floor cleaner• antistatic mop• vacuum cleaner• damp mop
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• maintenance performance, costs, problems, priorities, solutions, schedules, and completed work• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3513A Maintain timber, laminate and engineered flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3041 Maintain timber, laminate and engineered flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare and implement maintenance system for:
 - one (1) strip timber floor
 - one (1) parquet flooring
 - one (1) cork flooring
 - one (1) laminate floating flooring
 - one (1) pre-finished engineered flooring
- Identify faults/problems and identify and carry out corrective action
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the preparation and implementation of maintenance systems
- Organisational and site standards, requirements, policies and procedures for the preparation and implementation of maintenance systems for timber, laminate and engineered flooring
- The methods of the preparation and implementation of maintenance systems for timber, laminate and engineered flooring

- Characteristics of maintenance systems for timber, laminate and engineered flooring in relation to ventilation, moisture content of timber, timber species and reaction to change of temperature and relative humidity
- The type, characteristics, uses and limitation of maintenance systems for timber, laminate and engineered flooring, including manufacturer recommendations
- The types and uses of tools and equipment maintaining timber, laminate and engineered flooring
- Workplace safety systems related to processes for maintaining timber, laminate and engineered flooring
- Work flow in relation to planning and implementing maintenance systems for timber, laminate and engineered flooring.
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Mathematical techniques may be applied to estimate and calculate maintenance and repair costing within budgetary guidelines
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic maintenance requirement, materials, equipment and specifications relevant to maintaining timber, laminate and engineered flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3042 Fine sand timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fine sanding of existing floors either after coarse sanding, or where only minor rectification of scratches or wear and tear has occurred, or between coats. It involves operating rotary sanding machines.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for the work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to fine sanding timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Timber flooring is inspected for contamination, moisture content and suitability for fine sanding operations, and any pre-sanding tasks are completed
		1.4	Timber flooring condition is assessed and the extent of

			fine sanding required to meet job specifications is confirmed
		1.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.6	The job site is isolated and/or encapsulated to contain dust fallout from sanding operation
		1.7	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Conduct finish sanding operations	2.1	Sanding equipment is set up in accordance with manufacturer instructions and operating procedures
		2.2	Emergency stops, gauges, guards and controls are identified and checked
		2.3	Equipment settings and adjustments are made and checked
		2.4	Sanding belts or papers are selected
		2.5	Trial runs are conducted to check machine operations and quality of finished work
		2.6	Sanding belts or papers are attached, routinely checked and changed as required
		2.7	Sanding is completed systematically and effectively within the minimum required timeframe
		2.8	Routine lubrication and adjustments to the equipment are completed as required
		2.9	Finished timber flooring is cleaned, inspected and any imperfections are rectified following workplace procedures
3	Conduct edge sanding operations	3.1	Edge sanding equipment is set up in accordance with manufacturer instructions and operating procedures
		3.2	Emergency stops, gauges, guards and controls are identified and checked
		3.3	Equipment settings and adjustments are made and checked
		3.4	Sanding papers are selected

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| | 3.5 | Trial runs are conducted to check machine operations and quality of finished work |
| | 3.6 | Sanding papers are attached, routinely checked and changed as required |
| | 3.7 | Edge sanding is completed systematically and effectively within the minimum required timeframe |
| | 3.8 | Routine lubrication and adjustments to the equipment are completed as required |
| | 3.9 | Finished timber flooring is cleaned, inspected and any imperfections are rectified following workplace procedures |
| 4 | Conduct fine sanding operations | |
| | 4.1 | Fine sanding equipment is set up in accordance with manufacturer instructions and operating procedures |
| | 4.2 | Emergency stops, gauges, guards and controls are identified and checked |
| | 4.3 | Equipment settings and adjustments are made and checked |
| | 4.4 | Sanding papers are selected |
| | 4.5 | Trial runs are conducted to check machine operations and quality of finished work |
| | 4.6 | Sanding papers are attached, routinely checked and changed as required |
| | 4.7 | Fine sanding is completed systematically and effectively within the minimum required timeframe |
| | 4.8 | Finished timber flooring is cleaned, inspected and any imperfections are rectified following workplace procedures |
| 5 | Complete housekeeping | |
| | 5.1 | Unused materials are stored or recycled as required |
| | 5.2 | Tools and equipment are cleaned and stored appropriately |
| | 5.3 | Work area is cleaned and rubbish disposed of appropriately |
| | 5.4 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Pre-sanding tasks include: | <ul style="list-style-type: none">• isolating and/or encapsulating the job site• nail punching• filling• scraping• sweeping• vacuuming• cleaning and removal of all foreign objects, such as nails, tacks and staples |
| Tools include: | <ul style="list-style-type: none">• hammers• scrapers• nail punches• brooms• vacuums |
| Materials include: | <ul style="list-style-type: none">• sanding belts• sanding paper |

- discs
- oil and lubricants
- cleaning materials
- Finish sanding includes:** • split drum and belt floor sanding machines using 60–100 grit papers
- Sanding equipment includes:** • drum/belt sander
- random orbital
- rotary
- a finishing machine
- Edge sanding includes:** • edge sanding machines both rotary and orbital using the full range of grit papers depending on the general floor sanding process
- Fine sanding includes:** • rotary and orbital floor sanding machines using 100–200 grit paper
- Personal protective equipment includes:** • that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:** • workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3601A Fine sand timber flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3042 Fine sand timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Fine sand three (3) different types of timber floors from the following list:
 - strip
 - parquetry
 - cork
 - floating floor
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to moisture suppressants and barrier systems for fine sanding timber flooring
- Organisational and site standards, requirements, policies and procedures for fine sand timber flooring
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements of fine sanding timber flooring
- Type, characteristics, uses and limitations of fine sanding timber flooring
- Types and uses of relevant tools and equipment used to conduct fine sanding operations
- Workplace safety system requirements related to fine sanding timber flooring

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to fine sanding of timber floors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3043 Edge sand timber flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers edge sanding of existing floors using a disc, orbital or belt sander to grade the surface and remove cupping, ridges, high points or deep scratches along the edges of the room, in corners or areas of reduced access, such as wardrobes. The pattern of sanding is to overlap and blend the floor boards into the body of the sanded floor.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for the work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to edge sanding of timber flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Timber flooring is checked for contamination and moisture content
		1.4	Timber flooring condition is assessed and the extent of

		floor preparation required to meet job specifications is confirmed
	1.5	Timber flooring is inspected for suitability for sanding operations and any pre-sanding tasks are completed
	1.6	Mechanical fixings are removed avoiding damage to equipment and surfaces
	1.7	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
	1.8	The job site is isolated and/or encapsulated to contain dust fallout from sanding operation
	1.9	Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
2	Conduct edge sanding operations	2.1 Edge sanding equipment is set up in accordance with manufacturer instructions and operating procedures
		2.2 Emergency stops, gauges, guards and controls are identified and checked
		2.3 Equipment settings and adjustments are made and checked
		2.4 Sanding papers are selected
		2.5 Trial runs are conducted to check machine operations and quality of finished work
		2.6 Sanding papers are attached, routinely checked and changed as required
		2.7 Edge sanding is completed systematically and effectively within the minimum required timeframe
		2.8 Routine lubrication and adjustments to the equipment are completed as required
		2.9 Finished timber flooring is cleaned, inspected and any imperfections are rectified following workplace procedures
3	Complete housekeeping	3.1 Unused materials are stored or recycled as required
		3.2 Tools and equipment are cleaned and stored appropriately

- 3.3 Work area is cleaned and rubbish disposed of appropriately
- 3.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving

Pre-sanding tasks include:

- removal of mechanical fixings
- punching of nails

Mechanical fixings include:

- tacks
- nails
- staples
- screws

Tools include:

- hammer
- scraper
- punch
- broom

- vacuum
- lead and dust mask
- Materials include:**
 - sanding belts
 - sanding paper
 - sanding discs
 - oil and lubricants
- Edge sanding equipment includes:**
 - disc sanders
 - orbital or belt sanders
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3602A Edge sand timber flooring

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3043 Edge sand timber flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum of two (2) timber flooring preparations requiring edge sanding:
 - to grade the surface
 - to remove cupping, ridges, high points or deep scratches along the edges of the room, in corners or areas of reduced access, such as wardrobes
 - to blend the floor boards into the body of course and fine sanded timber floor
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to edge sand timber flooring
- Organisational and site standards, requirements, policies and procedures for edge sanding of timber flooring
- Characteristics, requirements and techniques for timber flooring edge sanding
- Types and uses of relevant tools and equipment used to conduct edge sanding operations
- Workplace safety system requirements related to edge sanding timber flooring
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to edge sanding timber floors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3044 Sand cork flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers sanding either new cork flooring or re-sanding existing cork flooring, where only minor rectification of scratches or wear and tear has occurred or between coats. It involves operating floor sanding, rotary or orbital sanding and edge sanding machines.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for the work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to sanding cork flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Cork flooring is inspected for contamination, moisture content and suitability for fine sanding operations and any pre-sanding tasks are completed

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|---|-----------------------------------|-----|--|
| | | 1.4 | Cork flooring condition is assessed and the extent of fine sanding required to meet job specifications is confirmed |
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | The job site is isolated and/or encapsulated to contain dust fallout from sanding operation |
| | | 1.7 | Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation |
| 2 | Conduct finish sanding operations | 2.1 | Finishing sanding equipment, including split drum/belt sanding equipment, is set up in accordance with manufacturer instructions and operating procedures |
| | | 2.2 | Emergency stops, gauges, guards and controls are identified and checked |
| | | 2.3 | Equipment settings and adjustments are made and checked |
| | | 2.4 | Sanding papers are selected |
| | | 2.5 | Trial runs are conducted to check machine operations and quality of finished work |
| | | 2.6 | Sanding papers are attached, routinely checked and changed as required |
| | | 2.7 | Sanding is completed systematically and effectively within the minimum required timeframe |
| | | 2.8 | Routine lubrication and adjustments to the equipment are completed as required |
| | | 2.9 | Finish sanded cork flooring is cleaned, inspected and any imperfections are rectified following workplace procedures |
| 3 | Conduct fine sanding operations | 3.1 | Rotary/orbital sanding equipment is set up in accordance with manufacturer instructions and operating procedures |
| | | 3.2 | Emergency stops, gauges, guards and controls are identified and checked |
| | | 3.3 | Equipment settings and adjustments are made and checked |

- 3.4 Sanding papers are selected
 - 3.5 Trial runs are conducted to check machine operations and quality of finished work
 - 3.6 Sanding papers are attached, routinely checked and changed as required
 - 3.7 Cork sanding is completed systematically and effectively within the minimum required timeframe
 - 3.8 Fine sanded cork flooring is cleaned, inspected and any imperfections are rectified following workplace procedures
- 4 Conduct edge sanding operations
 - 4.1 Edge sanding equipment is set up in accordance with manufacturer instructions and operating procedures
 - 4.2 Emergency stops, gauges, guards and controls are identified and checked
 - 4.3 Equipment settings and adjustments are made and checked
 - 4.4 Sanding papers are selected
 - 4.5 Trial runs are conducted to check machine operations and quality of finished work
 - 4.6 Sanding papers are attached, routinely checked and changed as required
 - 4.7 The edge and difficult to get to areas are sanded and completed systematically to blend into the body of the sanded cork floor
 - 4.8 Routine lubrication and adjustments to the equipment are completed as required
 - 4.9 Finished cork flooring is cleaned, inspected and any imperfections are rectified following workplace procedures
- 5 Complete housekeeping
 - 5.1 Unused materials are stored or recycled as required
 - 5.2 Tools and equipment are cleaned and stored appropriately
 - 5.3 Work area is cleaned and rubbish disposed of

appropriately

5.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Pre-sanding tasks include: | <ul style="list-style-type: none">• isolating and/or encapsulating the job site• nail punching• filling• scraping• sweeping• vacuuming• cleaning and removal of all foreign objects, such as nails, tacks and staples |
| Tools and equipment include: | <ul style="list-style-type: none">• hammer• scraper• nail punch• broom |

Materials include:	<ul style="list-style-type: none">• vacuum• sanding belts• sanding paper• discs• oil and lubricants• cleaning materials
Finish sanding includes:	<ul style="list-style-type: none">• split drum and belt floor sanding machines using 60–100 grit papers
Finishing sanding equipment includes:	<ul style="list-style-type: none">• drum/belt sander• random orbital• rotary and edger sanders• finishing machines
Fine sanding includes:	<ul style="list-style-type: none">• rotary and orbital floor sanding machines using 100–200 grit paper
Edge sanding includes:	<ul style="list-style-type: none">• edge sanding machines both rotary and orbital using the full range of grit papers depending on the general floor sanding process
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3603A Sand cork flooring

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3044 Sand cork flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Sand three (3) different types of cork floors from the following:
 - cork tiles
 - cork planks
 - patterned cork tiles (bevelled edge)
 - stained cork tiles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to moisture suppressants and barrier systems for sanding cork flooring
- Organisational and site standards, requirements, policies and procedures for sanding cork flooring
- Characteristics of materials, products and defects
- Set-up and operation of sanding equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Characteristics and requirements of sanding cork flooring

- Type, characteristics, uses and limitations of sanding cork flooring
- Types and uses of relevant tools and equipment used to conduct fine sanding operations
- Workplace safety system requirements related to sanding cork flooring
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to sanding of cork floors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3045 Sand and fill parquetry flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers sanding and filling of parquetry floors in preparation for applying coating or re-coating to the flooring. It involves operating split drum/belt floor sander, rotary or orbital sanding and edge sanding machines.

Licensing, legislative or certification requirements may apply to this unit and relevant State and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for the work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to coarse, finish and fine sanding and filling parquetry flooring are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Parquetry flooring is inspected for contamination, moisture content and suitability for coarse, finish and fine sanding operations and any pre-sanding tasks are completed

- 1.4 Parquetry flooring condition is assessed and the extent of coarse, finish and fine sanding and filling required to meet job specifications is confirmed
 - 1.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 1.6 The job site is isolated and/or encapsulated to contain dust fallout from sanding operation
 - 1.7 Sequence of work is planned, including the starting point, to ensure efficiency and quality of installation
- 2 Conduct coarse sanding operations
 - 2.1 Sanding equipment is set up in accordance with manufacturer instructions and operating procedures
 - 2.2 Emergency stops, gauges, guards and controls are identified and checked
 - 2.3 Equipment settings and adjustments are made and checked
 - 2.4 Sanding belts or papers are selected
 - 2.5 Trial runs are conducted to check machine operations and quality of finished work
 - 2.6 Sanding belts or papers are attached, routinely checked and changed as required
 - 2.7 Coarse sanding is completed systematically and effectively with the grain, against the grain and across the grain within the minimum required timeframe
 - 2.8 Routine lubrication and adjustments to the equipment are completed as required
 - 2.9 Coarse sanded parquetry flooring is cleaned, inspected and any imperfections are rectified following workplace procedures
- 3 Conduct edge sanding operations
 - 3.1 Edge sanding equipment is set up in accordance with manufacturer instructions and operating procedures
 - 3.2 Emergency stops, gauges, guards and controls are identified and checked
 - 3.3 Equipment settings and adjustments are made and

- checked
- 3.4 Sanding papers are selected
- 3.5 Trial runs are conducted to check machine operations and quality of finished work
- 3.6 Sanding papers are attached, routinely checked and changed as required
- 3.7 Edge sanding is completed systematically and effectively within the minimum required timeframe
- 3.8 Routine lubrication and adjustments to the equipment are completed as required
- 3.9 Edge sanded parquetry flooring is cleaned, inspected and any imperfections are rectified following workplace procedures
- 4 Conduct filling operations
 - 4.1 Surface to be filled is inspected and assessed as being ready for filling with the selected filler
 - 4.2 Work sequence is planned to ensure efficiency and quality of application
 - 4.3 Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
 - 4.4 Environmental protection regulations are complied with
 - 4.5 Filling material is prepared in accordance with manufacturer specifications
 - 4.6 Trial applications of fillers are made to check equipment operation, materials consistency, viscosity and specified colour
 - 4.7 Faults and or inconsistencies in colour are identified and workplace procedures for rectification and adjustment are followed
 - 4.8 Filling material is applied in accordance with manufacturer recommendations
 - 4.9 Recommended drying times are observed before fine sanding
 - 4.10 Sanding between coats, where required, is carried out

- according to manufacturer recommendations
- 4.11 Finished floors are inspected and approved for suitability for further processing
- 4.12 Final finish meets the requirements of the job
- 5 Conduct fine sanding operations
- 5.1 Fine sanding equipment is set up in accordance with manufacturer instructions and operating procedures
- 5.2 Emergency stops, gauges, guards and controls are identified and checked
- 5.3 Equipment settings and adjustments are made and checked
- 5.4 Sanding papers are selected
- 5.5 Trial runs are conducted to check machine operations and quality of finished work
- 5.6 Sanding papers are attached, routinely checked and changed as required
- 5.7 Fine sanding of the body and perimeter of the floor is completed systematically and effectively within the minimum required timeframe
- 5.8 Fine sanded parquetry flooring is cleaned, inspected and any imperfections are rectified following workplace procedures
- 6 Complete housekeeping
- 6.1 Unused materials are stored or recycled as required
- 6.2 Tools and equipment are cleaned and stored appropriately
- 6.3 Work area is cleaned and rubbish disposed of appropriately
- 6.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Fine sanding includes: | <ul style="list-style-type: none">• fine sanding existing parquet flooring either after a finish sand or where only minor rectification of scratches or wear and tear has occurred or between coats |
| Pre-sanding tasks include: | <ul style="list-style-type: none">• isolating and/or encapsulating the job site• nail punching• filling• scraping• sweeping• vacuuming• cleaning and removal of all foreign objects, such as nails, tacks and staples |
| Tools and equipment include: | <ul style="list-style-type: none">• hammer• scraper• nail punch• broom• vacuum |
| Materials include: | <ul style="list-style-type: none">• sanding belts• sanding paper |

	<ul style="list-style-type: none">• discs• oil and lubricants• cleaning materials
Sanding equipment includes:	<ul style="list-style-type: none">• split drum or belt sander• orbital or rotary finishing sanding machine
Edge sanding includes:	<ul style="list-style-type: none">• edge sanding machines both rotary and orbital using the full range of grit papers depending on the general floor sanding process
Finish sanding includes:	<ul style="list-style-type: none">• split drum and or belt floor sanding machines using 60–100 grit papers
Surface inspection includes:	<ul style="list-style-type: none">• ensuring that surface is free from dust and debris, moisture content is acceptable and stable, and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
Application methods include:	<ul style="list-style-type: none">• trowels• applicators
Filling materials include:	<ul style="list-style-type: none">• oil-based• water-based• plastic (one-pot) filler
Fine sanding equipment includes:	<ul style="list-style-type: none">• rotary and orbital floor sanding machines using 100–200 grit paper
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3604A Sand and fill parquetry flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3045 Sand and fill parquetry flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare two (2) different types of parquetry floors from the following list:
 - block (mandatory) **and**
 - mosaic **or** multi-directional patterned
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to fine sanding parquetry flooring
- Organisational and site standards, requirements, policies and procedures for coarse, finish and fine sanding and filling parquetry flooring
- Characteristics, requirements and techniques for coarse, finish, fine sanding and filling parquetry flooring
- Types and uses of relevant tools and equipment used to conduct coarse, finish and fine sanding and filling operations
- Workplace safety system requirements related to coarse, finish and fine sanding and filling parquetry flooring
- Types of tools and equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Set-up and operation of equipment
- Products assembly techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to sanding and filling parquet flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3046 Apply finishes to cork flooring

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting coating systems appropriate for the job, preparing for the work and applying the selected finishes to cork flooring.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of finishes are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Coating material is selected with regard to durability, longevity, aesthetics, manufacturer recommendations and client expectations
		1.4	Selected coating materials are assessed as being compatible with each other, with the surface to be

- finished and with manufacturer recommendations
- 1.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 1.6 Surface to be finished is inspected and assessed as being ready for coating
 - 1.7 Work sequence is planned to ensure efficiency and quality of application
 - 1.8 WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work
- 2 Apply finishing system
- 2.1 Ventilation is checked before chemical fumes are released, and all WHS requirements are met, including use of personal protective equipment
 - 2.2 Environmental protection regulations are complied with
 - 2.3 Coating material is applied in accordance with manufacturer recommendations
 - 2.4 Recommended drying times between coats are observed
 - 2.5 Buffing or sanding between coats, where required, is carried out according to manufacturer recommendations
 - 2.6 Final finish meets the requirements of the job
- 3 Complete housekeeping
- 3.1 Unused materials are stored or recycled as required
 - 3.2 Tools and equipment are cleaned and stored appropriately
 - 3.3 Work area is cleaned and rubbish disposed of appropriately
 - 3.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Cork floor coating materials include: | <ul style="list-style-type: none">• waxes• oils• oleoresins• one-can methane oils• resin solutions• epoxy resins• two-can epoxy resins• two-can polyurethanes• moisture curing polyurethanes• water-based polyurethanes |
| Tools and equipment include: | <ul style="list-style-type: none">• orbital sander• rotary sander• hand sander• vacuum cleaner• brushes• applicators• rollers• roller tray |

	<ul style="list-style-type: none">• hammer• nail punch• spatula
Surface inspection includes:	<ul style="list-style-type: none">• ensuring that surface is free from dust and debris, moisture content is acceptable and stable, and any preservatives, protective coatings or other contaminants are adequately removed
Work sequence includes:	<ul style="list-style-type: none">• preparation• inspection• coating applications and intermediate steps• finalisation• acceptance inspection
WHS requirements include:	<ul style="list-style-type: none">• isolation processes, including barriers, tapes and entry access controls• breathing support and ventilation extraction systems
Application methods include:	<ul style="list-style-type: none">• rags• brushes• rollers• applicators• spatula
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFL3605A Apply finishes to cork flooring

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3046 Apply finishes to cork flooring

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete a minimum application of two (2) differently based coating/finishing products
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of finishing systems for cork flooring
- Organisational and site standards, requirements, policies and procedures for finishing and coating for cork flooring
- Methods of floor preparation from basic sanding to finishing sanding and edging
- Characteristics of floor finishing for cork flooring in relation to ventilation, moisture content and reaction to change of temperature and relative humidity
- Type, characteristics, uses and limitation of coating materials, including manufacturer recommendations
- Types and uses of cork floor finishing tools and equipment
- Workplace safety systems related to cork floor finishing processes
- Work flow in relation to the application of finishes to cork floors
- Environmental protection requirements
- Established communication channels and protocols

- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a realistic finishing requirement, materials, equipment and specifications relevant to the application of finishes to cork flooring.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3047 Polish concrete floors using planetary machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and operating floor surfacing machines designed for wet or dry polishing of concrete floors. It applies to concrete cleaning and polishing operations in on-site commercial and residential environments and involves application of skills and knowledge at a sub-trade worker level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Select concrete polishing equipment	1.1	Planetary concrete grinding/polishing equipment and attachments are selected consistent with the needs of the job
		1.2	Hand edge and corner polishing tools are selected consistent with the needs of the job
		1.3	Equipment is checked for serviceability and safety and any faults are corrected or processed for repair
2	Clean and prepare	2.1	Applicable work health and safety (WHS), legislative

sub-floor	and organisational requirements relevant to polishing concrete floors are followed including selecting, correctly fitting and using personal protective equipment	
	2.2	Fittings, fixtures, loose debris, dirt and other items are removed from the sub-floor
	2.3	Sub-floor is inspected to determine the need for removal of existing adhesive, paint or other contaminants
	2.4	Planetary polishing machine, appropriate machine rotation speed, direction and diamond tools are selected for removal of contaminants
	2.5	Machine is attached to a suitable power supply, emergency stop is released, the machine powered up and contaminants are removed in accordance with manufacturer specifications
3		Polish the floor
	3.1	Machine is attached to a suitable power supply, emergency stop is released, the machine powered up, a passing pattern established and main area is polished to the required standard in accordance with manufacturer specifications
	3.2	Outer zones are overlapped and passes staggered to achieve desired finish
	3.3	Machine operation is monitored constantly to ensure motor/motors are running within manufacturer's safe operational limits and no electrical faults are evident
	3.4	Perimeter of the designated area is polished using edge and corner polishing equipment and appropriate attachments
	3.5	Diamond polishing tools are examined for wear and exchanged, when required, throughout the polishing process
	3.6	Excessive wear of polishing tools is recognised and remedial action taken as required
	3.7	Floor area is cleaned, inspected and re-worked as required
4		Clean up work area and tools
	4.1	All tools and grinding/polishing equipment are cleaned, maintained and stored

- 4.2 Equipment is cleaned, maintained and stored
- 4.3 Work area is cleared and waste removed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Legislative requirements include: | <ul style="list-style-type: none">• applicable legislation from all levels of government that affect organisational operation• award and enterprise agreements• industrial relations• Australian Standards• confidentiality and privacy• work health and safety (WHS)• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage |
| WHS requirements include: | <ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination• control of hazardous materials and substances• manual handling, including lifting and carrying |
| Organisational | <ul style="list-style-type: none">• legal, organisational and site guidelines |

requirements include:	<ul style="list-style-type: none">• policies and procedures relating to own role and responsibility• quality assurance• procedural manuals• quality and continuous improvement processes and standards• WHS• 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)
Types of concrete polishing equipment and supplies include:	<ul style="list-style-type: none">• single headed, double headed and planetary action grinders/polishers• dust/vacuum systems• diamond abrasives
Selection of diamond tool segments includes:	<ul style="list-style-type: none">• half set (for contaminant removal e.g. glue when a flat floor finish is not required)• full set (for flattening)
Diamond abrasive wear includes influence of:	<ul style="list-style-type: none">• hardness of material being ground (e.g. aggregate and sand abrasiveness)• the grinding/polishing pressure• hardness of the bond• diamond grit size• number of segments• presence of water• use of additional abrasives
Planetary machine maintenance includes:	<ul style="list-style-type: none">• ensuring all external electrical fittings are sound, effective and dry• checking tightness of head locks• inspecting heads for slop or broken 'fingers' (spiring steel heads)• effectiveness of the planetary seal• condition of the chain ring• condition of the drive sprocket• condition of belt tensioner• cleanliness of machine electrical cabinet• current electrical safety tags fitted
Instructions include:	<ul style="list-style-type: none">• equipment manufacturer specifications and operational procedures

- workplace procedures relating to WHS, tool handling and operation, reporting and communication
 - work instructions, including job sheets, plans, drawings and designs
- Sources of power supply include:**
- single or three-phase
- Attachments include:**
- air cleaning/vacuum attachment
- Fault reporting includes:**
- verbal or written reporting
- Personal protective equipment includes:**
- that prescribed under legislation, regulation and enterprise policies and practices
- Fittings and fixtures include:**
- nails
 - door stops
 - gripper strips
 - metal or other material mouldings

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3047 Polish concrete floors using planetary machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for operating and maintaining planetary grinding/polishing equipment
- Apply safe handling practices for equipment, products and materials
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- Polish a concrete sub-floor using single headed, double headed and planetary action concrete polishing equipment correctly and safely
- Complete operator maintenance on concrete polishing equipment
- Modify activities to cater for variations in workplace contexts and environment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of faults and problems
- Collect and understand information related to the use and maintenance of grinding and polishing equipment
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use pre-checking and inspection techniques to anticipate polishing problems to avoid re-work and wastage
- Recognise and respond to circumstances outside instructions or personal competence
- Plan and organise activities, including the preparation and layout of the worksite and the obtaining of tools
- Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- Maintain current knowledge of:
 - tools and materials
 - concrete surface polishing techniques
- Use workplace technology related to the use and operator maintenance of concrete polishers and associated materials

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the use of concrete polishing equipment
- Organisational and site standards, requirements, policies and procedures for the use of concrete polishing equipment
- Types of concrete polishers and procedures for their safe use, operation and maintenance
- Polisher attachments, their uses, limitations and maintenance requirements
- Diamond polishing tools, uses and wear factors
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to single, double and planetary action grinders/polishers and hand grinding and edging tools, manufacturer/user instructions and/or manuals, and a defined polishing standard.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3048 Select and fit diamond tools for concrete surface preparation and polishing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and fitting appropriate diamond grinding and polishing tools for use in concrete floor preparation and finishing machines. It applies to concrete cleaning and polishing operations on-site in commercial and residential environments and involves application of skills and knowledge at a sub-trade worker level

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify the required concrete surface application	1.1	Concrete surface to be prepared and polished is examined to evaluate the level, any undulations and surface condition
		1.2	Types of grinding and polishing techniques required for the job are established, including wet or dry application and any additional abrasives required
		1.3	Floor moisture test results, where applicable, are evaluated to determine the floor grinding and polishing

			steps for the job
2	Select diamond grinding tools	2.1	Required diamond tools and bond type for surface preparation are identified
		2.2	Grit size for the grinding job is determined
		2.3	Segments of diamond tool and bond type are matched to the job requirements and machine to be used for grinding
		2.4	Diamond tools are fitted to the planetary machine for surface preparation operations ensuring tool rotation is correct for the machine set-up
3	Select floor diamond polishing tools	3.1	Required diamond tools and bond type for surface polishing are identified
		3.2	Grit size for the polishing job is determined
		3.3	Segments of diamond tool and bond type are matched to the job requirements and machine to be used for polishing
		3.4	Diamond tools are fitted to the planetary machine for surface polishing operations ensuring tool rotation is correct for the machine set up
4	Clean up work area and tools	4.1	All diamond tools are examined to establish which are able to be re-used then cleaned and stored
		4.2	Diamond tools that can no longer be used are identified, recorded in workplace documentation and disposed of in accordance with manufacturer recommendations
		4.3	Work area is cleared and waste removed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- work health and safety (WHS)
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination
- control of hazardous materials and substances
- manual handling, including lifting and carrying

Organisational requirements 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
- WHS
- 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)

Concrete surface condition includes:	<ul style="list-style-type: none"> • rain damage • contaminants, such as glue/adhesives and epoxy paint • loose debris
Diamond tools include:	<ul style="list-style-type: none"> • full set of single or twin segments (for when a flat floor finish is required) • half set of single or twin segments (for when flat floor finish is not required)
Diamond tool bond types include:	<ul style="list-style-type: none"> • metal • resin • ceramic • hybrid
Diamond tool applications include:	<ul style="list-style-type: none"> • floor flattening and removing undulation (hard, medium and soft concrete) • removal of surface contaminants: <ul style="list-style-type: none"> • carpet glue • vinyl adhesive • epoxy paint • smoothing exposed aggregate • grinding exposed aggregate • concrete surface polishing (hard, medium and soft)
Diamond abrasive wear includes influence of:	<ul style="list-style-type: none"> • hardness of material being ground (e.g. aggregate and sand abrasiveness) • the grinding/polishing pressure • hardness of the bond • diamond grit size • number of segments • presence of water • use of additional abrasives such as sand, silicone or carbide
Diamond tool selection faults include:	<ul style="list-style-type: none"> • grit size • too small so surface contaminants, such as glue smears • too coarse leaving scratching and excessive diamond wear • bond • too soft, leaving machine marks and excessive diamond wear • too hard, resulting in glazed surface • not using hardest bond first • incorrect choice of segments could result in an uneven floor, excessive diamond consumption and overloading the planetary machine
Instructions include:	<ul style="list-style-type: none"> • equipment manufacturer specifications and operational procedures • workplace procedures relating to WHS, tool handling and

- operation, reporting and communication
 - work instructions, including job sheets, plans, drawings and designs
- Fault reporting includes:** • verbal or written reporting
- Personal protective equipment includes:** • that prescribed under legislation, regulation and enterprise policies and practices

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3048 Select and fit diamond tools for concrete surface preparation and polishing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for operating and maintaining planetary grinding/polishing equipment
- Apply safe handling practices for equipment, products and materials
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- Select and fit appropriate diamond grinding and polishing tools to be used in planetary action concrete finishing equipment correctly and safely
- Modify activities to cater for variations in workplace contexts and environment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of faults and problems
- Collect and understand information related to the use and maintenance of diamond grinding and polishing tools and maintain current knowledge of tools and materials
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use pre-checking and inspection techniques to anticipate floor surfacing problems to avoid re-work and wastage
- Recognise and respond to circumstances outside instructions or personal competence
- Plan and organise activities including the preparation and layout of the worksite and the obtaining of tools
- Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- Use workplace technology related to the use and maintenance of diamond grinding and polishing tools for concrete finishing

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the use of grinding equipment
- Organisational and site standards, requirements, policies and procedures for the use of concrete polishing equipment

- Types of concrete finishing machines and procedures for their safe use, operation and maintenance
- Diamond polishing tools, uses and wear factors
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to diamond grinding and polishing tools, planetary action grinders/polishers and manufacturer/user instructions and/or manuals.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3049 Apply densifiers and sealers to concrete surfaces

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting densifying and sealing materials appropriate for the job, preparing for the work and applying the selected materials to concrete floors prior to polishing. It applies to a wide variety of flooring technology operations in an on-site environment and involves application of skills and knowledge at a trade worker level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and prepare for work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the application of densifiers and sealers are verified and complied with
		1.2	Instructions and/or plans are read and interpreted to identify process required to complete work tasks
		1.3	Relevant densifying and sealing materials are selected with regard to job requirements, manufacturer recommendations and client expectations

- | | | | |
|---|------------------------------------|-----|--|
| | | 1.4 | Selected materials are assessed as being compatible with the surface to be treated |
| | | 1.5 | Application tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.6 | Surface to be densified or sealed is inspected and assessed as being ready for application, with any minor surface imperfections corrected and signs erected to warn others of the application process |
| | | 1.7 | Work sequence is planned to ensure efficiency and quality of application |
| | | 1.8 | WHS requirements, including isolation, ventilation and other personal protection needs, are observed throughout the work |
| 2 | Apply densifying or sealing system | 2.1 | Ventilation is checked before application, and all WHS requirements are met, including use of personal protective equipment |
| | | 2.2 | Environmental protection regulations are complied with |
| | | 2.3 | Surface is wetted and densifier or sealing material is applied in accordance with manufacturer recommendations |
| | | 2.4 | Recommended drying times are observed |
| | | 2.5 | Applied material is checked when dry to ensure it meets the requirements of the job |
| 3 | Complete housekeeping | 3.1 | Unused materials are resealed and stored |
| | | 3.2 | Tools and equipment are cleaned, maintained and stored |
| | | 3.3 | Work area is cleaned and waste material is removed and disposed of safely |
| | | 3.4 | Barriers and signs are removed and stored |
| | | 3.5 | Workplace documentation/reporting is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Legislative requirements include:

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- work health and safety (WHS)
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination
- control of hazardous materials and substances
- manual handling, including lifting and carrying

Organisational requirements 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

	<ul style="list-style-type: none">• WHS• 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)
Instructions include:	<ul style="list-style-type: none">• workplace procedures relating to the use and operation of tools and equipment• workplace instructions, including job sheets, plans, drawings and designs• workplace procedures relating to reporting and communications• manufacturer recommendations for the use of equipment and materials
Densifiers and sealers include:	<ul style="list-style-type: none">• reactive concrete densifiers using colloidal silica to harden and densify new or older concrete surfaces• densifiers and sealers protect concrete from stains, dust production and wear, and supports polishing
Application methods include:	<ul style="list-style-type: none">• pour and brush spreading• low-pressure, airless spraying
Surface inspection includes:	<ul style="list-style-type: none">• ensuring that surface is free from dust and debris, moisture content is acceptable and stable and any contaminants are adequately removed
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices• isolation processes, including barriers, tapes and entry access controls, breathing support and ventilation extraction systems

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3049 Apply densifiers and sealers to concrete surfaces

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for applying densifiers and sealers to concrete floors
- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including the use of personal protective equipment
- Establish and maintain appropriate ventilation
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - minimise the risk of injury to self and others
- Achieve a final densified and sealed finish in accordance with accepted industry practices
- Complete application of densifying and sealing products to both new and older concrete surfaces
- Modify activities to cater for variations in workplace contexts and environment
- Identify any application faults/problems and identify and carry out corrective action
- Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use pre-checking and inspection techniques to anticipate concrete surface problems to avoid re-work and wastage
- Recognise and respond to circumstances outside instructions or personal competence
- Plan and organise activities including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any backtracking, work flow interruptions or wastage
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate densifier or sealer material requirements
- Maintain current knowledge of:
 - application tools and materials
 - concrete densifier and sealer application techniques
- Use the workplace technology related to the application of finishes, including tools, equipment, calculators and measuring devices
- Interpret the technical specifications of materials and analyse their properties to optimise their use

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the application of densifiers and sealers
- Organisational and site standards, requirements, policies and procedures for densifying and sealing of concrete
- Methods of concrete floor preparation
- Characteristics of densifier and sealer products in relation to ventilation and reaction to change of temperature and relative humidity
- Type, characteristics, uses and limitation of densifier and sealer materials, including manufacturer recommendations
- Types and uses of application tools and equipment
- Workplace safety systems related to densifier and sealer uses and application processes
- Work flow in relation to the application of densifiers and sealers to concrete floors
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information.

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location relevant to the application of densifiers and sealers to concrete surfaces.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFL3050 Provide advice to customers on floor coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers providing advice to customers on a range of floor coverings, including carpet and other textile, resilient, timber and laminate products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Flooring technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Develop and maintain knowledge of flooring products and services	1.1	Current information on a range of floor covering products and services is actively and regularly researched from authoritative sources
		1.2	Characteristics of floor covering products and services are identified and understood using available product and service documentation
		1.3	Information on floor covering products and services is accurately documented and maintained in a format consistent with organisational requirements
		1.4	Acquired knowledge is applied to improve quality within personal work areas
2	Identify customer	2.1	Customers are questioned in detail and listened to

	needs		actively to determine product/service requirements
		2.2	Customer flooring needs are agreed with the customer
		2.3	Technical/specialist advice is offered to the customer where such advice is considered beneficial to the closing of the sale and customer understanding and decision making
		2.4	Customer's financial limitations and expectations for flooring product purchase are established
3	Recommend flooring products and services	3.1	Recommendations on floor covering products and services are in line with organisational requirements
		3.2	Recommendations emphasise floor covering product and service issues relevant to client needs
		3.3	Advantages of dealing with the enterprise are promoted
		3.4	Evidence in support of recommendations is verifiable and presented in a suitable format
		3.5	Impact of activities is estimated from verifiable customer feedback sources

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- workplace health and safety (WHS) requirements, which may include WHS legislation, building codes, material safety management systems, hazardous and dangerous

	goods codes, local safe operating procedures or equivalent and manufacturers' recommendations
	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion, judgement and problem-solving skills in providing advice to customers on floor coverings
Advice on products and services include:	<ul style="list-style-type: none">• types and applications of available, such as:<ul style="list-style-type: none">• timber and laminate flooring materials, coatings and finishes• resilient floor coverings, colours and patterns• carpet and other textile floor covering colours and patterns• methods and techniques for:<ul style="list-style-type: none">• timber and laminate flooring installation, sanding and finishing• care and maintenance of carpet and other textile flooring• techniques for resilient flooring installation, care and maintenance
Relevant legislation, codes, regulations and standards include:	<ul style="list-style-type: none">• Privacy Act• equal employment opportunity (EEO) and anti-discrimination legislation• Telecommunication Act• Trade Practices Act• Consumer Credit Code
Product and service documentation includes:	<ul style="list-style-type: none">• operational guidelines• marketing data• consumer reports• industry reports• sales figures
Information includes:	<ul style="list-style-type: none">• competitive features of products or services• product trends and sales trends• problems with products or service• innovations• cost and production data• distribution process• sales records (monthly forecasts, targets achieved)
Authoritative sources include:	<ul style="list-style-type: none">• industry associations• authorised suppliers• industry conferences and recognised industry media sources

Tools and equipment include:

- measuring and calculating equipment, including tapes, rulers, calculators, desk and portable computers

Information and procedures includes:

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

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFL3050 Provide advice to customers on floor coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Provision of accurate advice to customers on timber, laminate, resilient, carpet and other textile floor covering types, including their characteristics, suitability for the customer needs, maintenance and installation techniques
- Collect, organise and understand information related to customer requests, product definition, work orders, basic plans and safety procedures
- Communicate ideas and information to convince customers of the appropriateness of particular products to their needs
- Plan and organise activities to interest customers and to ensure the product is viewed in a favourable way
- Work with others and in a team by recognising dependencies and using cooperative approaches to promote the image of the enterprise and product range
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Apply analytical techniques to correctly match customer needs with flooring products and services
- Use workplace technology related to providing advice to customers, including tools, materials, calculators and measuring devices

Knowledge Evidence

- The type, characteristics, uses and limitation of :
 - timber and laminate floor coverings products and services
 - resilient floor coverings products and services
 - carpet and other textile floor coverings products and services
- Workplace safety systems related to floor coverings and their installation
- Work flow in relation to seeking information from customers and providing advice
- Enterprise pricing policies
- Enterprise protocols associated with customer service and sales

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to relevant customers.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM1001 Construct a basic timber furnishing product

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing, assembling and finishing a basic timber furnishing product. It applies to a VET in Schools or pre-vocational program for new entrants to the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including design variations, tolerances, process, materials, finish and quantity |
| | 1.2 Construction and assembly sequence are planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |

- 1.6 Preparatory drawings/set-outs for tasks are confirmed
 - 1.7 Cutting list for project components is accessed and interpreted
 - 1.8 Materials are selected following work instructions
 - 1.9 Tools and equipment suitable for construction are identified and checked for safe and effective operation
- 2 Complete construction
 - 2.1 Material is set out and prepared according to work instructions and components are marked according to workplace procedures
 - 2.2 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 2.3 Components are manufactured, including any specified shapes, angles or curves, and checked against set-outs and job requirements
 - 2.4 Components are assembled using jigs and/or clamps and fastenings
 - 2.5 Adhesives are applied according to workplace procedures and/or manufacturer instructions
 - 2.6 Joining process is undertaken according to workplace procedures
 - 2.7 Assembled product is checked for compliance with specifications
 - 2.8 Item is finished in accordance with work instructions
- 3 Finalise operation and maintain equipment
 - 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Off-cuts and unused materials are collected and stored for re-use or disposed of following workplace procedures
 - 3.3 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Basic timber furnishing products include:

- occasional and coffee tables
- jewellery boxes
- tool boxes
- CD racks
- small cabinets
- entertainment units
- timber stools
- clocks

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods, code and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work involves reading and interpreting the project plan, using hand and power tools, operating basic woodworking machinery, applying quality requirements and applying product finishing techniques and materials
- competency may be demonstrated in workplaces or simulated workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture and/or furniture components or a suitably simulated environment

Tools and equipment include:

- measuring tapes or rulers
- hammers
- mallets
- squares

	<ul style="list-style-type: none">• bevels• chisels• planes• hand saws• power drills, saws, planers and other power tools• cordless drills/screwdrivers or other cordless tools• fixing and joining devices• jigs• clamping devices• pincers
Machines include:	<ul style="list-style-type: none">• band saws• cross cut saws• rip saws• panel planers/thicknessers• edge planer/jointer• belt sander• biscuit machine• horizontal borers• vertical drill presses• pedestal grinders• hand wood-turning lathes
Materials include:	<ul style="list-style-type: none">• timber• manufactured board• adhesives• screws• nails• bolts• dowels• metal fasteners• steel• plastics• primers and coating materials
Checking of constructed product is to cover:	<ul style="list-style-type: none">• squareness, wind or twist and measurements against drawings• alignment of fittings, attachments and moving parts• suitability of design, hardware and materials• overall quality of finish
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM1001B Construct a basic timber furnishing product.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM1001 Construct a basic timber furnishing product

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work instructions and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - achieve required production output and product quality
- Adapt or vary furnishing product designs
- Construct, assemble and finish at least one (1) basic furnishing product from the list in the Range of Conditions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Work flow in relation to furniture construction
- Identification of hand and/or power tools, materials, equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required plans, hand and/or power tools, equipment, materials and woodworking machinery.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM1002 Operate basic woodworking machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers operating basic woodworking machines used for sawing, planing, sanding and drilling in the production of furniture. It applies to a VET in Schools or pre-vocational program for new entrants to the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Work instructions are used to identify job requirements, including quality, materials, equipment, and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.3 | Material for machining is selected and inspected for quality |
| | | 1.4 | Machines, cutting tools and jigs are identified and checked for safe and effective operation |
| 2 | Operate machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |

- | | | | | | | | | | | |
|-----|---|---|-----|--|-----|--|-----|---|-----|---|
| | 2.2 | Machine start-up procedure is carried out in accordance with manufacturer instructions | | | | | | | | |
| | 2.3 | Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures | | | | | | | | |
| | 2.4 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations | | | | | | | | |
| | 2.5 | Machine operation is monitored to ensure product quality and output | | | | | | | | |
| | 2.6 | Waste quantities are minimised | | | | | | | | |
| | 2.7 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures | | | | | | | | |
| | 2.8 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons | | | | | | | | |
| 3 | Clean up work area and maintain equipment | <table border="0"> <tr> <td>3.1</td> <td>Material that can be re-used is collected and stored</td> </tr> <tr> <td>3.2</td> <td>Waste and scrap are removed following workplace procedures</td> </tr> <tr> <td>3.3</td> <td>Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures</td> </tr> <tr> <td>3.4</td> <td>Unserviceable equipment is reported in accordance with workplace procedures</td> </tr> </table> | 3.1 | Material that can be re-used is collected and stored | 3.2 | Waste and scrap are removed following workplace procedures | 3.3 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures | 3.4 | Unserviceable equipment is reported in accordance with workplace procedures |
| 3.1 | Material that can be re-used is collected and stored | | | | | | | | | |
| 3.2 | Waste and scrap are removed following workplace procedures | | | | | | | | | |
| 3.3 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures | | | | | | | | | |
| 3.4 | Unserviceable equipment is reported in accordance with workplace procedures | | | | | | | | | |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Basic woodworking machines include:

- cross cut saw
- rip saw
- band saw
- panel saw
- surface planer (buzzer/jointer)
- panel planer (thicknesser)
- bobbin sander
- disc sander
- belt sander (finisher) – stroke and finisher
- vertical drill press
- horizontal borer (single bit)

Tasks include:

- machine face
- machine edge
- off fence ripping
- freehand ripping
- freehand curve cutting
- parallel rip (oversize by 5 mm+)
- docking:
 - (oversize + 20 mm)
 - (accurate to +/- 0.25 mm)
 - square (no tolerance)
- cut flat panel board (off rip fence using scribe saw)
- cut flat panel board (off cross-cut fence using scribe saw)
- parallel plane width
- parallel plane thickness
- sand concave surface
- sand straight surface
- sand end grain and outside curve
- sand flat surfaces
- hinge boring
- drill holes to pre-determined depths vertically, selecting and replacing drill bits as required
- changing belts and blades
- drill holes to pre-determined depths horizontally (and to create a mortise)

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating

procedures

- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
- solid timber and manufactured board

Materials to be machined include:

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFM1002B Operate basic woodworking machines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM1002 Operate basic woodworking machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify work requirements and materials used in the work process
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Operate and monitor the machines, including changing belts, blades and drill bits as required, and complete the tasks identified in the Range of Conditions for:
 - one (1) saw
 - one (1) planer
 - one (1) drill
 - one (1) sander
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Characteristics, uses and limitations of woodworking machines
- General workplace quality standards and procedures
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to basic woodworking machinery, standard operating procedures and materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2001 Use furniture making sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using hand and power tools in applications relating to furniture making.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|-------------------------------|-----|--|
| 1 | Identify hand and power tools | 1.1 | Types of hand and power tools and their functions are identified |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Sources of power supply are recognised |
| 2 | Select and use hand tools | 2.1 | Hand tools selected are consistent with needs of the job, checked for serviceability and safety, and any faults reported to supervisor |
| | | 2.2 | Equipment is selected to hold or support material for hand tools application where applicable |

- | | | | |
|---|------------------------------|-----|--|
| | | 2.3 | Material is located and held in position for hand tool application |
| | | 2.4 | Hand tools are safely and effectively used according to their intended use and safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 | Power tools are selected consistent with needs of the job in accordance with conventional work practice, are visually checked for serviceability and safety in accordance with WHS requirements, and any faults reported to supervisor |
| | | 3.2 | Equipment is selected to hold or support materials for power tool application as applicable |
| | | 3.3 | Material is located and held in position for power tool application as applicable |
| | | 3.4 | Power tools are safely and effectively used in application processes and safely located when not in use |
| 4 | Clean up work area and tools | 4.1 | All tools are cleaned, maintained and stored |
| | | 4.2 | Equipment is cleaned, maintained and stored |
| | | 4.3 | Work area is cleared and waste removed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Hand tools for furniture

- hand planes
- chisels

making include:	<ul style="list-style-type: none">• hand saws• spokeshave• hammers (claw, Warrington, tack and ball pein)• mallet• marking-out tools• files• rasps• scraper• screwdrivers and hand drills
Power tools for furniture making include:	<ul style="list-style-type: none">• drop saw• circular power saw• planer• drill• jig saw• router• trimmer• biscuit machine• brad/nail and staple gun and sanders
Unit scope includes:	<ul style="list-style-type: none">• individuals to demonstrate skill, accuracy and dexterity in the application of tools to perform work tasks which should include dressing materials, cutting joints, finishing surfaces, cutting straight and compound angles, jointing materials, edge trimming and the basic sharpening of cutting tools
Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manufacturer's specifications, manual handling procedures and organisation insurance requirements
Fault reporting includes:	<ul style="list-style-type: none">• verbal or written reporting
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM2001B Use furniture making sector hand and power tools.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2001 Use furniture making sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Locate and apply relevant information related to hand and power tools
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, tools, equipment or products
 - maintain required production output and product quality
- Adopt and carry out correct procedures prior to and during use of the range of hand and power tools stipulated in the Range of Conditions
- Carry out operator maintenance on hand and power tools, including the grinding and sharpening of:
 - chisels
 - hard plane blades or irons
 - drill bits
- Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise waste of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses, limitations and maintenance requirements of hand tools commonly used in furniture production
- Types, characteristics, uses, limitations and maintenance requirements of power tools commonly used in furniture production
- Workplace safety requirements and WHS legislation
- Work flow within the workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to furniture making sector hand and power tools, and materials used in the manufacturing and/or installation of furnishing products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2002 Assemble furnishing components

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assembling of timber components to produce furniture frames or furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------|-----|---|
| 1 | Prepare for assembly | 1.1 | Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Assembly sequence is planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |
| | | 1.6 | Tools and equipment suitable to the fixing method are |

- selected and checked for safe operation
- 1.7 Components, hardware, fittings and attachments are collected
 - 1.8 Fixing and joining devices are selected in line with work instructions and type of materials to be joined
 - 1.9 Jigs are selected and checked for suitability of purpose
- 2 Assemble components
- 2.1 Components are laid out and joined using jigs and appropriate fastenings
 - 2.2 Hand and/or power tools and equipment are used as required
 - 2.3 Components are prepared, assembled and fitted in accordance with specifications
 - 2.4 Assembled component is checked for compliance with specifications
 - 2.5 Components which do not meet quality specifications are repaired or tagged for further processing or recycling/disposal
 - 2.6 Finished products are organised and stored in holding area
- 3 Clean work area and maintain equipment
- 3.1 Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures
 - 3.2 Waste and scrap are removed following workplace procedures
 - 3.3 Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures
 - 3.4 Equipment and work area clean-up is maintained in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Furnishing components include:

- carcasses
- doors
- drawers
- frames
- shelves
- ends
- tops

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the assembly of furnishing components
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

Tools and equipment include:

- measuring tapes or rulers
- hammers
- mallets
- squares
- bevels
- chisels
- planes

	<ul style="list-style-type: none">• hand saws• power saws• power drills/screwdrivers• clamps/cramps• screwdrivers and/or spanners• pincers• pneumatic tools, compressor and spray equipment
Materials to be used include:	<ul style="list-style-type: none">• timber• manufactured board• glues• screws• nails• dowels and knock-down fittings
Assembled component checking is to cover:	<ul style="list-style-type: none">• squareness, alignment and wind• hardware, fittings and attachments• functionality and tolerances• conformity to work instruction and quality requirements
Storage requirements include:	<ul style="list-style-type: none">• ensuring that there is no obstruction to traffic• components are not damaged in storage• incompatible items are not stored together• products are arranged to match the sequence of work
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM2002B Assemble furnishing components.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2002 Assemble furnishing components

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assemble at least four (4) furnishing components from the list in the Range Statement
- Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of common furnishing components
- Interpretation of basic furniture plans
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools, equipment and materials required to assemble furnishing components.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2003 Select and apply hardware

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and applying hardware to new and refurbished furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|-----------------------|-----|--|
| 1 | Plan and prepare work | 1.1 | Work instructions are used to determine job requirements, including design, colour, finish process and required hardware quality |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Types of hardware are identified and selected for the work |
| | | 1.4 | Tools, equipment and accessories for application are identified and checked for safe and effective operation |
| | | 1.5 | Surfaces are cleaned and prepared to enable accurate colour matching |

- | | | | |
|---|---|-----|--|
| 2 | Apply and/or fit and finish | 2.1 | Hardware items are laid out/placed in the required design |
| | | 2.2 | Machinery is used in accordance with workplace procedures, including use of personal protective equipment |
| | | 2.3 | Joining/securing process is undertaken according to workplace procedures |
| | | 2.4 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 2.5 | Work is checked against required quality standards |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Hardware includes:	<ul style="list-style-type: none">• hinges• handles• drawer-runners• metal drawer systems• sliding rail systems• rotating storage systems and slide-out storage systems
Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in selecting and applying hardware• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rulers• levelling devices• hammers• mallets• squares• bevels• chisels• planes• hand saws• power saws• power drills/screwdrivers• pneumatic tools, compressor and spray equipment• clamps• screwdrivers• pincers
Materials include:	<ul style="list-style-type: none">• timber• manufactured board• hardware consumables• cleaning chemicals and materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFM2003B Select and apply hardware.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2003 Select and apply hardware

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self or others
- Select and apply/fit six (6) different items of hardware
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of hardware
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, hand and/or power tools, equipment, hardware materials and woodworking machinery.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2004 Apply sheet laminates by hand

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, laying out, applying and finalising processes for applying sheet laminates by hand.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare the work | 1.1 Work instructions are used to determine job requirements, including process, materials, finish and quantity |
| | 1.2 Application sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Tools and equipment suitable for application are identified and checked for safe and effective operation |

- | | | | |
|---|---|-----|--|
| 2 | Lay out and prepare materials | 2.1 | Substrata (surfaces to be laminated) are prepared for laminating |
| | | 2.2 | Laminates are selected and checked for flaws following work instructions |
| | | 2.3 | Laminates are prepared for application and laid out |
| | | 2.4 | Suitable joining processes are selected and prepared |
| 3 | Apply fit and finish | 3.1 | Tools and equipment are used in accordance with workplace procedures, including use of personal protective equipment |
| | | 3.2 | Laminates are measured, marked and cut to size |
| | | 3.3 | Adhesives are applied according to workplace procedures and/or manufacturer instructions and the laminate applied to the substrata (base material) |
| | | 3.4 | Laminates are rolled or hammered to secure according to enterprise practices |
| | | 3.5 | Final trim and finishing are completed to specifications |
| | | 3.6 | Work is checked against required quality standards |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Tools and equipment are cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in applying laminates by hand
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

Tools and equipment include:

- measuring tapes, rulers and marking equipment
- mallets and hammers
- squares, sliding bevels and protractors
- pincers and pliers
- chisels
- planes
- hand saws
- power/battery tools
- power drills/screwdrivers
- pneumatic tools, compressor and spray equipment
- clamps and cramps
- screwdrivers, spanners and files
- laminate rollers
- laminate trimmers and cutters

- Materials include:**
 - adhesive spray gun, brushes and applicators
 - scrapers
 - timber
 - manufactured board
 - laminates
 - timber strips
 - adhesives and cleaning materials
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to use and operation of tools and equipment
 - work instructions, including job sheets, plans, drawings and designs
 - workplace procedures relating to reporting and communications
 - manufacturer instructions for the use of equipment and materials

Unit Mapping Information

Supersedes and is equivalent to LMF2004B Apply sheet laminates by hand.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2004 Apply sheet laminates by hand

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, tools, equipment or products
 - maintain required production output and product quality
- Apply and finish laminates to at least three (3) different surfaces, including at least two (2) requiring laminate edging and with at least two (2) laminate joints in one or more surfaces
- Apply adhesive using three (3) different methods – spray, brush and scraper
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of laminates
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, hand and/or power tools, equipment, laminates, finishing materials and woodworking machinery.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2005 Join solid timber

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers joining solid timber required for the manufacture of solid timber flat surfaces.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare the work | 1.1 Work instructions are used to determine job requirements, including process, materials, finish and quantity |
| | 1.2 Work sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Tools and equipment suitable for application are identified and checked for safe and effective operation |

- | | | | |
|---|---|-----|--|
| 2 | Lay out and prepare materials | 2.1 | Timbers are selected and checked for defects following work instructions |
| | | 2.2 | Suitable joining processes are selected and prepared |
| | | 2.3 | Timbers are prepared for joining and laid out |
| 3 | Join timber | 3.1 | Timbers are measured, marked and cut to size |
| | | 3.2 | Machinery is used in accordance with workplace procedures, including use of personal protective equipment |
| | | 3.3 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 3.4 | Final trim and finishing are completed to specifications |
| | | 3.5 | Work is checked against required quality standards |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Edge joining methods include:

- butt and dowel
- moulded edge joint (finger-joint, tongue in groove and zig-zag)
- biscuit joint
- slip-tongue joint

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in joining solid timber
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

Machines include:

- panel saw
- cross-cut saw
- rip saw
- surface planers
- panel planer
- spindle moulder
- sanders and vertical and horizontal drills

Tools and equipment include:

- measuring tapes or rulers
- hammers
- mallets
- squares
- bevels
- chisels
- planes
- hand saws
- power saws
- power drills
- biscuit machines
- pneumatic tools, compressor and spray equipment
- dowel jigs
- hoses

- Materials include:**
 - clamps and pincers
 - adhesives
 - abrasives and cleaning materials
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use and operation of tools and equipment
 - workplace instructions, including job sheets, plans, drawings and designs
 - workplace procedures relating to reporting and communications
 - manufacturer instructions for the use of equipment and materials

Unit Mapping Information

Supersedes and is equivalent to LMFFM2005B Join solid timber.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2005 Join solid timber

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Join at least four (4) solid timber tops of a minimum of three (3) sections and using a minimum of four (4) different edge joining methods
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics (including cupping, expansion, twisting, bowing, spring and grain direction), uses and limitations of timbers
- Interpretation of plan representation of furniture design
- Joining techniques and their effect on timbers
- Types of sawing methods, including back sawn and quarter sawn, and the impact of these on joining
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, hand and/or power tools, equipment, joining and finishing materials and woodworking machinery.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2006 Hand make timber joints

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers joining timber by constructing joints using hand and portable power tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare the work | 1.1 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.2 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | 1.3 Product purpose, furniture style and joint type are identified from workplace documentation |
| | 1.4 Tools, adhesives and fasteners are selected to match the joint type |
| 2 Make joint | 2.1 Cutting and joining lines are marked out to suit joint type |

- | | | | | | | | | | | | | |
|-----|--|---|-----|--|-----|--|-----|---|-----|--|-----|---|
| | 2.2 | Measurements and calculations are checked for accuracy to ensure quality outcomes | | | | | | | | | | |
| | 2.3 | Timber is joined in accordance with workplace requirements | | | | | | | | | | |
| | 2.4 | Fasteners and adhesives are used to make joints firm where required | | | | | | | | | | |
| | 2.5 | Finished joint is checked against quality requirements | | | | | | | | | | |
| 3 | Finalise operation and maintain equipment | <table border="0"> <tr> <td>3.1</td> <td>Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures</td> </tr> <tr> <td>3.2</td> <td>Machinery is cleaned and left in a safe mode</td> </tr> <tr> <td>3.3</td> <td>Faulty and/or defective equipment is tagged and reported in accordance with workplace practices</td> </tr> <tr> <td>3.4</td> <td>Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures</td> </tr> <tr> <td>3.5</td> <td>Waste and scrap materials are dealt with following workplace procedures</td> </tr> </table> | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures | 3.2 | Machinery is cleaned and left in a safe mode | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices | 3.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures | 3.5 | Waste and scrap materials are dealt with following workplace procedures |
| 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures | | | | | | | | | | | |
| 3.2 | Machinery is cleaned and left in a safe mode | | | | | | | | | | | |
| 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices | | | | | | | | | | | |
| 3.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures | | | | | | | | | | | |
| 3.5 | Waste and scrap materials are dealt with following workplace procedures | | | | | | | | | | | |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Joints include:

- dowel
- mortise and tenon
- dovetail

	<ul style="list-style-type: none">• lap joint• biscuit joint• finger joint• housing joint• mitre and bridle joints
Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, organisation insurance requirements, environment legislation, and manual handling procedures and relevant regulations
Tools and equipment include:	<ul style="list-style-type: none">• chisels• mallets• mortise gauges• vernier calipers• vices• dovetail saws• tenon saws• coping saws• planes• files• hand drills• power drills• dowel jigs and power routers• portable biscuit machines• power planers• power saws and power sanders
Adhesives include:	<ul style="list-style-type: none">• resorcinol formaldehyde• polyurethane• epoxy• cyanoacrylate
Timbers include:	<ul style="list-style-type: none">• indigenous and overseas timbers
Workplace requirements include:	<ul style="list-style-type: none">• visual appearance• tolerance• gaps or play in joints and strength
Quality requirements include:	<ul style="list-style-type: none">• alignment• neatness• firmness and acceptable tolerances

Personal protective equipment includes:

- that prescribed under legislation, regulation and enterprise policies and practices

Information and procedures include:

- workplace procedures relating to the use and operation of tools
- production planning figures
- work instructions, including job sheets, plans, drawing and designs
- workplace procedures relating to reporting and communication
- manufacturer instructions for the use of equipment and materials

Unit Mapping Information

Supersedes and is equivalent to LMFFM2006B Hand make timber joints.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2006 Hand make timber joints

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- Select appropriate joint types for the furniture item and utilise at least three (3) different adhesive types
- Produce a minimum of four (4) different joint types in accordance with industry standards on tolerances with at least two (2) produced substantially by hand operations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Characteristics, properties and selection criteria of adhesives used
- Capabilities and limitations of tools used
- Matching requirements of adhesives and fasteners to timbers/materials used
- Work flow in relation to the furniture items being made or repaired

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools, materials and equipment required to hand make timber joints.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2007 Follow plans to assemble production furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assembling production furniture using modular construction methods and components to a given plan.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------|-----|---|
| 1 | Prepare for assembly | 1.1 | Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Assembly sequence is planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |
| | | 1.6 | Tools and equipment suitable to the assembly are selected |

- and checked for safe operation
- 1.7 Fixing and joining devices are selected in line with work instructions and type of materials to be joined
 - 1.8 Components, hardware, fittings and attachments are collected
- 2 Assemble furniture
- 2.1 Components are laid out and joined using appropriate fastenings
 - 2.2 Hand and/or power tools are used as required
 - 2.3 Assembled furniture is checked for compliance with specifications
 - 2.4 Doors, drawers, shelves and/or runners are prepared and fitted in accordance with set-out
 - 2.5 Hardware and decorative accessories are applied to specification
 - 2.6 Item is prepared for finishing, including the removal of bruises, scratches, dents and marks
 - 2.7 Work is checked against required standard and non-conforming items rectified
 - 2.8 Finished products are organised and stored in holding area
- 3 Finalise operation and maintain equipment
- 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Machinery is cleaned and left in a safe mode
 - 3.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
 - 3.4 Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures
 - 3.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Production furniture includes:

- wall units
- vanity units
- kitchen cabinets
- sideboards/buffets
- drawer units
- display cabinets
- counters
- tables
- beds
- clocks

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the assembly of furniture
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

Tools and equipment include:

- measuring tapes or rulers
- hammers
- mallets
- squares
- bevels

	<ul style="list-style-type: none">• chisels• planes• hand saws• power saws• power drills• pneumatic tools, compressor and spray equipment• clamps• screwdrivers• pincers
Materials include:	<ul style="list-style-type: none">• timber• manufactured board• glass• alloys• adhesives• screws• nails• dowels• knock-down fittings• metal fasteners and associated hardware
Assembled furniture checking process is to cover:	<ul style="list-style-type: none">• squareness, alignment and wind• hardware, fittings and attachments• functionality and tolerances• conformity to work instruction and quality requirements
Storage of assembled furniture must ensure that:	<ul style="list-style-type: none">• there is no obstruction to traffic• products are not damaged in storage• incompatible items are not stored together• products are arranged to match the sequence of work
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM2007B Follow plans to assemble production furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2007 Follow plans to assemble production furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assemble at least two (2) items of production furniture, one (1) of manufactured board and one (1) of solid timber construction, with each featuring:
 - a door
 - a drawer
 - shelving
- Use mathematical ideas and techniques to correctly complete measurements, calculate area, estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, equipment and materials required to assemble production furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2008 Bend and form cane

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers bending and forming cane for use in furniture construction.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Tools, machines and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.3	Furniture design, tolerances, process, materials and quantities are determined from work instructions
		1.4	Work sequence is planned
		1.5	Procedures are determined for checking quality at each stage of the process
		1.6	Suitable work area is selected for the task

- | | | | |
|---|---|-----|--|
| | | 1.7 | Preparatory drawings/set-outs for tasks are completed, where required |
| 2 | Complete bending and forming process | 2.1 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.2 | Materials are visually inspected for flaws and faults |
| | | 2.3 | Cane is sanded to remove exterior blemishes, flaws or faults |
| | | 2.4 | Cane is prepared by straightening, where required, and marked for bending |
| | | 2.5 | Cane is heated in steam ovens or kilns in accordance with design/pattern bending requirements |
| | | 2.6 | Cane is bent in accordance with design/pattern requirements |
| | | 2.7 | Product is checked against plans at identified checkpoints to ensure compliance with specifications |
| | | 2.8 | Non-conformity with the required quality standards is rectified |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Cane furniture includes:**
- lounge chairs
 - dining chairs
 - tables
 - side tables
 - coffee tables
 - entertainment units
 - bookcases
- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work involves reading and interpreting plans, developing set-outs, using hand and/or power tools, equipment and operating machinery
 - competency may be demonstrated in workplaces involved in the manufacture of cane furniture
- Tools and equipment include:**
- hand sanders and planers
- Machines include:**
- bench saws
 - drop saws
 - stationary sanding machines
 - steam ovens or kilns
 - bending presses
- Personal protective**
- that prescribed under legislation, regulations and enterprise

equipment includes:

policies and practices

**Information and
procedures include:**

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

Unit Mapping Information

Supersedes and is equivalent to LMFFM2008B Bend and form cane.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2008 Bend and form cane

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Apply ventilation standards
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Bend and form cane for a minimum of three (3) furniture items, including:
 - two or three seater lounge
 - oval dining table
 - dining chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of cane furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to cane bending and forming

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, equipment and materials required to bend and form cane.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2009 Construct cane furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and assembling cane furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Tools, machines and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.3	Furniture design, tolerances, process, materials and quantities are determined from work instructions
		1.4	Construction and assembly sequence is planned
		1.5	Procedures are determined for checking quality at each stage of the process
		1.6	Suitable work area is selected for the task

- 1.7 Preparatory drawings/set-outs for tasks are completed
 - 1.8 Cutting list for components is developed
 - 1.9 Materials are selected following work instructions
 - 2 Complete construction
 - 2.1 Material is set out and prepared according to work instructions and components are marked according to workplace procedures
 - 2.2 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 2.3 Components are manufactured, including any specified shapes, angles or curves, and checked against set-out and job requirements
 - 2.4 Components are assembled using jigs and/or clamps and fastenings
 - 2.5 Adhesives are applied according to workplace procedures and/or manufacturer instructions
 - 2.6 Joining process is undertaken according to workplace procedures
 - 2.7 Assembled furniture is checked for compliance with specifications
 - 2.8 Furniture is prepared for finishing
 - 2.9 Any non-conformity with the required quality standards is rectified
 - 3 Finalise operation and maintain equipment
 - 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Machinery is cleaned and left in a safe mode
 - 3.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
 - 3.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
 - 3.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Cane furniture includes: | <ul style="list-style-type: none">• lounge chairs• dining chairs• tables• side tables• coffee tables• entertainment units• bookcases |
| Preparation for finishing includes: | <ul style="list-style-type: none">• the application of binding cane/peel and the sanding of the furniture |
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work involves reading and interpreting plans, developing set-outs, using hand and power tools and equipment and operating woodworking machinery• competency may be demonstrated in workplaces involved in the manufacture of cane furniture |
| Tools and equipment include: | <ul style="list-style-type: none">• nail guns• pin nailers• glue guns• measuring tapes or rulers• hammers |

	<ul style="list-style-type: none">• mallets• squares• bevels• chisels• hand saws• power saws• power drills/screwdrivers• pneumatic tools, compressor and spray equipment• clamps• screwdrivers• pincers
Machines include:	<ul style="list-style-type: none">• band saws• docking saws• jig saws• bench saws• vertical drill presses and presses
Checking of constructed product is to cover:	<ul style="list-style-type: none">• squareness• parallel• twist• distortion
Materials include:	<ul style="list-style-type: none">• adhesives• screws• nails• binding cane• steel bars• metal recliner actions
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM2009B Construct cane furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2009 Construct cane furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Construct three (3) cane furniture items products, including:
 - a two or three seater lounge
 - an oval dining table
 - a dining chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of cane furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to cane furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, equipment and materials required to construct cane furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2010 Set up and operate basic static machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers operating and maintaining basic static machines used for sawing, planing, sanding and drilling in the production of furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including design, quality, materials, equipment, and quantities |
| | 1.2 Cutting list and job specifications are read and interpreted |
| | 1.3 Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | 1.4 Material for machining is selected and inspected for quality |
| | 1.5 Machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | 1.6 Procedures are determined for minimising waste material |

- | | | | |
|---|---|-----|---|
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |

- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Basic static machines include:

- cross-cut saw
- rip saw
- panel saw
- surface planer (buzzer/jointer)
- disc sander
- belt sander, including finisher, edge sander and stroke (Lacey) sander
- vertical drill press
- horizontal borer (single bit)
- band saw
- panel planer (thicknesser)
- bobbin sander

Tasks include:

- docking, including:
 - (oversize + 20 mm)
 - (accurate to +/- 0.25 mm)
 - square (no tolerance)
- parallel rip (oversize by 5 mm+)
- setting up scribe saw
- setting up riving knife to AS 1473-1991 Guarding and safe use of woodworking machinery
- cutting flat panel board (off rip fence using scribe saw)
- cutting flat panel board (off cross-cut fence using scribe saw)

- machining face
 - machining edge
 - machining chamfer or bevel
 - sanding straight surface
 - sanding convex surface
 - sanding end grain
 - removing/replacing belts
 - sanding veneer face of flat panel board
 - sanding solid timber face
 - sanding solid timber edges (remove arris/shape)
 - selecting and replacing drill bits
 - drilling holes to pre-determined depths vertically
 - drilling holes to pre-determined depths horizontally
 - hinge boring
 - removing/replacing saw blade
 - folding, unfolding, reversing saw blade
 - blade identification/selection
 - off fence ripping
 - freehand ripping
 - freehand curve cutting
 - parallel plane width
 - parallel plane thickness
 - sand concave surface
 - machine fault-finding
- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving in the set up, operation and maintenance of machines
 - competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
- Materials to be machined include:**
- solid timber
 - manufactured board
 - metal
 - uPVC

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFM2010B Set up, operate and maintain basic static machines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2010 Set up and operate basic static machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Read and interpret cutting lists and job specifications to prepare for work
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up, operate and monitor the machines and complete the tasks identified in the Range of Conditions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Range, characteristics, uses and limitations of basic static machines
- Characteristics of materials and uses of products produced
- Workplace:
 - quality standards and procedures
 - guidelines regarding acceptable tolerance levels
 - safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to basic static machinery, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2011 Apply manufactured board conversion techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting out and cutting manufactured board to produce component parts of flat panel furniture and manufactured board panel doors applying manufactured board conversion techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Cutting patterns are applied to minimise waste material |
| | | 1.6 | Procedures are identified for maximising energy efficiency |

- while completing the job
- | | | | |
|---|---|-----|--|
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | | 2.4 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.5 | Necessary adjustments are made to machine settings |
| 3 | Apply conversion techniques | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed/placed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or |

disposal following workplace procedures

- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Products of conversion techniques include:

- end panels
- shelving
- bench tops
- backs
- bottoms
- doors and fixing rails

Machines include:

- panel saw with scoring blade
- numerically controlled (NC) beam saw and wall saw

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up, operation and maintenance of machines
- competency may be demonstrated in workplaces involved in the production of manufactured board domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or

	components
Tools and equipment include:	<ul style="list-style-type: none">• measuring devices• machine associated tools• materials handling equipment/lifting devices
Manufactured board includes:	<ul style="list-style-type: none">• raw board• melamine surfaces• veneered board• plywood and hard board
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM2011B Apply manufactured board conversion techniques.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2011 Apply manufactured board conversion techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Read and interpret cutting lists and job specifications to prepare for work
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply at least five (5) different conversion operations using different operations/methods, including the:
 - preparation of cutting plans to minimise waste
 - selection of the correct materials
 - cutting at least one (1) surfaced board requiring the use of a panel saw using a scoring blade
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of manufactured board
- Range, characteristics, uses and limitations of panel saw (with and without a scoring blade), NC beam saw and wall saw
- Workplace:
 - quality standards and procedures
 - guidelines regarding acceptable tolerance levels
 - safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to selected saws, materials handling equipment and unprocessed materials required to apply manufactured board conversion techniques.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM2012 Set up, operate and maintain pressure and clamping machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining pressure and clamping machines using their full potential and capacities in the production of furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Material for machining is selected and inspected for quality |
| | | 1.4 | Pressure and clamping machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |

- | | | | |
|---|---|-----|--|
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Pressure and clamping machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is placed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.6 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused material is collected and stored for re-use or disposal following workplace procedures |

- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Pressure and clamping machines include: | <ul style="list-style-type: none">• manual clamps and presses• hydraulic vacuum presses and clamping machines• post-forming machines |
| Materials to be pressed/clamped include: | <ul style="list-style-type: none">• solid timber• manufactured board and decorative treatments• laminates |
| Products include: | <ul style="list-style-type: none">• vacuum formed doors• widening joints• framed construction• drawers and laminating veneers |
| Unit scope includes: | <ul style="list-style-type: none">• individuals to read and interpret production instructions, complete adjustments to machine configurations and settings, using jigs and fixtures, select and apply adhesives and operate machines to finish products |
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, |

	judgement and problem solving in the set up and operation of machines
	<ul style="list-style-type: none">• competency may be demonstrated in workplaces involved in the manufacture of domestic and commercial furniture, including kitchen and bathroom cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• screwdrivers• hammers and spanners
Materials include:	<ul style="list-style-type: none">• pressure and clamping machine consumables• oils and lubricants, trial materials and packing
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM2012B Set up, operate and maintain pressure and clamping machines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM2012 Set up, operate and maintain pressure and clamping machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage and wastage of goods, equipment and products
 - maintain required production output and product quality
- Identify, set up, operate and maintain at least one (1) pneumatically/hydraulically operated pressure and clamping machine to perform a significant production function covering three (3) different set-ups
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of pressure and clamping machines
- Pressure and clamping processes and techniques
- Characteristics of materials and uses of products produced
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to pressure and clamping machinery, standard operating procedures, unprocessed materials and a work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3001 Construct chair and couch frames

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and assembling chair and couch frames.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity
		1.2	Construction and assembly sequence is planned
		1.3	Procedures are determined for checking quality at each stage of the process
		1.4	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.5	Suitable work area is selected for the task
		1.6	Preparatory drawings/set-outs for tasks are completed

- 1.7 Cutting list for components is developed
 - 1.8 Materials are selected following work instructions
 - 1.9 Tools and equipment suitable for construction are identified and checked for safe and effective operation
- 2 Complete construction
 - 2.1 Material is set out and prepared according to work instructions and components are marked according to workplace procedures
 - 2.2 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 2.3 Components are manufactured, including any specified shapes, angles or curves, and checked against set-outs and job requirements
 - 2.4 Components are assembled using jigs and/or clamps and fastenings
 - 2.5 Adhesives are applied according to workplace procedures and/or manufacturer instructions
 - 2.6 Joining process is undertaken according to workplace procedures
 - 2.7 Assembled chair/couch is checked for compliance with specifications
 - 2.8 Item is finished to suitable state for surface preparation
 - 2.9 Any non-conformity with the required quality standards is rectified
- 3 Finalise operation and maintain equipment
 - 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Machinery is cleaned and left in a safe mode
 - 3.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
 - 3.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
 - 3.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Chair and couch frames include: | <ul style="list-style-type: none">• dining chairs• office chairs• lounge chairs• sofas/settees |
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work involves reading and interpreting plans, developing set-outs, using hand and power tools, equipment and operating woodworking machinery• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture and/or furniture components |
| Tools and equipment include: | <ul style="list-style-type: none">• measuring tapes or rulers• hammers• mallets• squares• bevels• chisels• planes• hand saws |

	<ul style="list-style-type: none">• power saws• cordless drills/screwdrivers• power drills• fixing and joining devices• jigs• clamping devices• pincers
Machines include:	<ul style="list-style-type: none">• band saws• cross-cut saws• docking saws• mitre saws• panel and rip saws• surface planers (buzzers)• panel planers (thicknessers)• lacey sanders• horizontal borers• vertical drill presses• edge sanders• pedestal grinders• wood turning lathes• presses
Materials include:	<ul style="list-style-type: none">• timber• manufactured board• adhesives• screws• nails• bolts• dowels• metal fasteners• steel• plastics
Checking of constructed product is to cover:	<ul style="list-style-type: none">• squareness, alignment and wind• hardware, fittings and attachments• functionality and tolerances• meets design specifications
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs

- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3001B Construct chair and couch frames.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3001 Construct chair and couch frames

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - maintain required production output and product quality
- Construct at least three (3) significant chair and couch frames
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of furniture design, including ergonomic principles
- Preparation of drawings/set-outs
- Work flow in relation to furniture production
- Identification of hand and/or power tools, materials, equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, tools and equipment required to construct chair and couch frames.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3002 Construct furniture using leg and rail method

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers following plans to construct and assemble furniture using leg and rail construction.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | 1.2 Construction and assembly sequence are planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Preparatory drawings/set-outs/rods for tasks are completed |

- 1.7 Cutting list for components is developed
 - 1.8 Materials are selected following work instructions
 - 1.9 Tools and equipment suitable for construction are identified and checked for safe and effective operation
- 2 Complete construction
 - 2.1 Material is set out and prepared according to work instructions and components are marked according to workplace procedures
 - 2.2 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 2.3 Components are manufactured, including any specified shapes, angles or curves, and checked against set-outs and job requirements
 - 2.4 Components are assembled using jigs and/or clamps and fastenings
 - 2.5 Adhesives are applied according to workplace procedures and/or manufacturer instructions
 - 2.6 Joining process is undertaken according to workplace procedures
 - 2.7 Assembled furniture is checked for compliance with specifications
 - 2.8 Furniture is finished to suitable state for surface preparation
 - 2.9 Any non-conformity with the required quality standards is rectified
- 3 Finalise operation and maintain equipment
 - 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Machinery is cleaned and left in a safe mode
 - 3.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
 - 3.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
 - 3.5 Waste and scrap materials are dealt with following

workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Furniture to be constructed using the leg and rail method include:	<ul style="list-style-type: none">• dining• occasional• hall and side tables• dining and occasional chairs• cabinets
Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Traditional jointing methods include:	<ul style="list-style-type: none">• mortise and tenon• mitre• dowel• bridle
Tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rulers• hammers• mallets• squares

	<ul style="list-style-type: none">• bevels• chisels• planes• hand saws• power saws• cordless drills/screwdrivers• power drills• fixing and jointing devices• pneumatic tools, compressor and spray equipment• jigs• clamps and pincers
Machines include:	<ul style="list-style-type: none">• band saws• cross-cut saws• jig saws• panel and rip saws• surface planers• panel planers• belt sanders• horizontal borers• vertical drill presses• furniture mortise and tenoner• dovetailers• pedestal grinders• wood-turning lathes• veneer guillotines and presses
Materials include:	<ul style="list-style-type: none">• timber• manufactured board• adhesives• screws• nails• dowels• knock-down fittings
Checking of constructed product is to cover:	<ul style="list-style-type: none">• squareness, alignment and wind• hardware, fittings and attachments• functionality and tolerances• meets design specifications• distortion and product faults
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3002B Construct furniture using leg and rail method.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3002 Construct furniture using leg and rail method

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Construct a minimum of two (2) furniture products, using mortise and tenon, mitre, dowel and bridle, which are to include:
 - a table with a drawer
 - a chair with shaped and angled components
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs/rods
- Types, characteristics, properties and limitations of timber used in furniture construction
- Material selection and structural standards
- Application of ergonomic principles and guidelines to furniture construction
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, tools and equipment required to construct furniture using leg and rail method.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3003 Produce angled and curved furniture using manufactured board

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and assembling manufactured board furniture using angled and curved construction methods.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Construction and assembly sequence are planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |

- 1.6 Preparatory drawings and set-outs for tasks are completed
 - 1.7 Cutting list for components is developed
 - 1.8 Materials are selected following work instructions
 - 1.9 Tools and equipment suitable for construction are identified and checked for safe and effective operation
- 2 Complete construction
 - 2.1 Materials are set out and prepared according to work instructions and components are marked according to industry practices
 - 2.2 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 2.3 Materials are bent and formed in accordance with the plan
 - 2.4 Components are manufactured and checked against set-out for tolerances, fit and accuracy
 - 2.5 Components are assembled and checked against set-out for accuracy, fit, twist and distortion
 - 2.6 Doors, drawers and shelves are assembled and fitted
 - 2.7 Product is prepared for final finish, including the removal of bruises, scratches, dents and marks
 - 2.8 Product is checked against plans at identified checkpoints
- 3 Finalise operation and maintain equipment
 - 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Machinery is cleaned and left in a safe mode
 - 3.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
 - 3.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
 - 3.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Furniture includes: | <ul style="list-style-type: none">• angled cabinets and curved cabinets with rails• counters and display units |
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work involves reading and interpreting plans, developing set-outs, using hand and/or power tools, equipment and operating woodworking machinery• competency may be demonstrated in workplaces involved in the manufacture of domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| Tools and equipment include: | <ul style="list-style-type: none">• measuring tapes or rulers• hammers• mallets• squares• bevels• chisels• planes• hand saws• power saws• power drills/screwdrivers• pneumatic tools, compressor and spray equipment• clamps |

Machines include:	<ul style="list-style-type: none">• screwdrivers• pincers• band saws• cross-cut saws• mitre saws• panel saws• surface planers• panel planers• belt sanders• horizontal borers• vertical drill presses• dovetailers• pedestal grinders• veneer guillotines and presses
Materials include:	<ul style="list-style-type: none">• manufactured board• adhesives• screws• nails• dowels• knock-down fittings• glass• decorative finishes• abrasive paper and finishing materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3003B Produce angled and curved furniture using manufactured board.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3003 Produce angled and curved furniture using manufactured board

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - maintain required production output and product quality
- Produce a minimum of two (2) significant manufactured board products which must include one (1) curved cabinet with rails and one (1) cabinet with glass shelves, panels and doors
- Conduct operator maintenance on machines and related tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of manufactured board
- Interpretation of plan representation of furniture design
- Preparation of drawings and set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, tools and equipment required to produce angled and curved furniture using manufactured board.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3004 Produce angled and curved furniture using solid timber

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and assembling solid timber furniture using angular construction methods.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Construction and assembly sequence are planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |

- 1.6 Preparatory drawings and set-outs for tasks are completed
 - 1.7 Cutting list for components is developed
 - 1.8 Materials are selected following work instructions
 - 1.9 Tools and equipment suitable for construction are identified and checked for safe and effective operation
- 2 Complete construction
 - 2.1 Materials are set out and prepared according to work instructions and components are marked according to industry practices
 - 2.2 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 2.3 Materials are bent and formed in accordance with the plan
 - 2.4 Components are manufactured and checked against set-outs for tolerances, fit and accuracy
 - 2.5 Components are assembled and checked against set-outs for accuracy, fit, twist and distortion
 - 2.6 Doors, drawers and shelves are assembled and fitted
 - 2.7 Product is prepared for final finish, including the removal of bruises, scratches, dents and marks
 - 2.8 Product is checked against plans at identified checkpoints
- 3 Finalise operation and maintain equipment
 - 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Machinery is cleaned and left in a safe mode
 - 3.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
 - 3.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
 - 3.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Furniture includes:	<ul style="list-style-type: none">angular structures and curved cabinets incorporating rails and oval design
Material bending and forming techniques include:	<ul style="list-style-type: none">steam/heat and bendgroove and bend
Unit scope includes:	<ul style="list-style-type: none">reading and interpreting plansdeveloping set-outspreparing and using jig, templates and shaped caulsusing hand and/or power tools and equipment and operating woodworking machinery
Unit context includes:	<ul style="list-style-type: none">WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedureswork is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirementscompetency may be demonstrated in workplaces involved in the manufacture of solid timber domestic furniture, commercial furniture and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">measuring tapes or rulershammersmalletssquaresbevelschiselsplanes

	<ul style="list-style-type: none">• hand saws• power saws• power drills/screwdrivers• pneumatic tools, compressor and spray equipment• clamps• screwdrivers• pincers
Machines include:	<ul style="list-style-type: none">• band saws• cross-cut saws• mitre saws• panel and rip saws• surface planers• panel planers• belt sanders• horizontal borers• vertical• drill presses• dovetailers• pedestal grinders• wood-turning lathes• veneer guillotines and presses
Materials include:	<ul style="list-style-type: none">• timber• adhesives• screws• nails• dowels• knock-down fittings• glass• decorative finishes• abrasive paper and finishing materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3004B Produce angled and curved furniture using solid timber.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3004 Produce angled and curved furniture using solid timber

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - maintain required production output and product quality
- Produce a minimum of two (2) significant timber products which must include:
 - one (1) curved cabinet with rails
 - one (1) item involving oval design using traditional construction methods and jointing
- Conduct operator maintenance on machines and related tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of solid timbers most common to furniture production
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs/rods and geometrical concepts
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, tools and equipment required to produce angles and curved furniture using solid timber.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3005 Fabricate custom furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, constructing and assembling custom furniture in response to specific orders and job requests.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Custom job requirements, including design, tolerances, process, materials, finish and quantity, are determined from job request and customer specifications |
| | 1.2 Construction and assembly sequence are planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Preparatory drawings and set-outs for tasks are completed |

- | | | | |
|---|---|-----|--|
| | | 1.7 | Cutting list for components is developed |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for construction are identified and checked for safe and effective operation |
| 2 | Complete construction | 2.1 | Materials are set out and prepared according to work instructions and components are marked according to industry practices |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Materials are bent and formed in accordance with the plan |
| | | 2.4 | Components are manufactured and checked against set-outs for tolerances, fit and accuracy |
| 3 | Assemble custom furniture | 3.1 | Components are assembled and checked against set-outs for accuracy, fit, twist and distortion |
| | | 3.2 | Doors, drawers and shelves are assembled and fitted |
| | | 3.3 | Hardware and decorative accessories are applied to specification |
| | | 3.4 | Product is prepared for final finish, including the removal of bruises, scratches, dents and marks |
| | | 3.5 | Product is checked against plans at identified checkpoints and customer acceptance determined |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Custom furniture includes:

- one-off manufacture in response to specific customer requirements. It does not include variations or modification to a production line item. It covers:
 - wall units
 - vanity units
 - kitchen cabinets
 - sideboards/buffets
 - drawer units
 - display cabinets
 - counters
 - tables
 - beds

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work involves reading and interpreting plans, customer liaison, developing set-outs, using hand and/or power tools, equipment and operating woodworking machinery
- competency may be demonstrated in workplaces involved in the manufacture of solid timber domestic furniture, commercial furniture and/or furniture components

Material bending and forming techniques

- steam and bend
- machined curves

include:**Tools and equipment include:**

- measuring tapes or rulers
- hammers
- mallets
- squares
- bevels
- chisels
- planes
- hand saws
- power saws
- portable routers and trimmers
- power drills/screwdrivers
- pneumatic tools, compressor and spray equipment
- hoses
- clamps
- screwdrivers and pincers

Machines include:

- band saws
- cross-cut saws
- mitre saws
- panel and rip saws
- surface planers
- panel planers
- shaping machines and jigs
- sanders
- horizontal borers
- vertical drill presses
- dovetailers
- pedestal grinders
- wood-turning lathes
- veneer guillotines and presses

Materials include:

- timber
- adhesives
- screws
- nails
- dowels
- metal fasteners
- knock-down fittings
- glass
- decorative finishes and abrasive paper

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFM3005B Fabricate custom furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3005 Fabricate custom furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling practices for equipment, products and materials
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - maintain required production output and product quality
- Produce one (1) significant furniture item to customer specifications in terms of dimensions, materials, function and aesthetics using:
 - custom-developed machining processes and outcomes
 - custom development and completion of assembly techniques and processes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of materials most common to furniture production
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs/rods
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, tools and equipment required to fabricate custom furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3006 Install furnishing products

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers the installation of furnishing products to a given plan.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work instructions are used to determine job requirements, including location, type of installation, tolerances, process, finish and quality
		1.2	Installation location and sequence are planned
		1.3	Procedures are determined for checking quality at each stage of the process
		1.4	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.5	Hardware, fittings and attachments are collected
		1.6	Tools and equipment suitable for installation are identified and checked for safe and effective operation

- 1.7 Fixing and joining devices are selected in line with work instructions and types of materials
 - 1.8 Required installation aids are selected and checked for suitability for purpose
- 2 Complete installation
 - 2.1 Site is prepared for installation
 - 2.2 Furnishing products are prepared to site requirements
 - 2.3 Hand and/or power tools and equipment are used in accordance with workplace requirements, including use of personal protective equipment
 - 2.4 Fixing methods are undertaken according to site conditions
 - 2.5 Installed furniture product is checked for compliance with specification
 - 2.6 Tops and/or appliances are installed in accordance with plans and specifications
 - 2.7 Hardware and decorative accessories are installed
 - 2.8 Work is checked against required quality standards
- 3 Finalise operation and maintain equipment
 - 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 3.2 Machinery is cleaned and left in a safe mode
 - 3.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
 - 3.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
 - 3.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Furnishing products for installation include:

- kitchen cabinets
- bathroom cabinets
- wall units
- desks
- counters
- wardrobes
- dressing tables
- entertainment units
- laundry cabinets

Appliances to be installed include:

- ovens
- range hoods
- sinks
- basins
- cooktops
- refrigerators

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the installation of furnishing products
- competency may be demonstrated on worksites of enterprises involved in the installation of solid timber furniture, domestic furniture, commercial furniture, kitchen

	and bathroom cabinets
Tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rulers• hammers• mallets• squares• bevels• chisels• levels• plumb lobs• planes• hand saws• power saws• power planers• cordless drills• power drills• screwdrivers• explosive fixing gun• clamps• supporting devices• screwdrivers
Materials include:	<ul style="list-style-type: none">• timber• manufactured board• laminates• granite• marble• stainless steel• adhesives• screws• nails• masonry anchors• dowels• cavity wall fixing
Product checking is to cover:	<ul style="list-style-type: none">• level• plumb• twirl• alignment of doors and/or drawers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans,

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3006B Install furnishing.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3006 Install furnishing products

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, tools, equipment or products
 - maintain required production output and product quality
- Install four (4) different and significant furnishing products, including at least:
 - one (1) floor mounted
 - one (1) wall mounted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Work flow in relation to furniture production
- Identification of hand and/or power tools, materials, equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, tools and equipment required to install furnishing products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3007 Prepare and apply decorative surfaces for furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, constructing and applying veneers and inlays to furniture components.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare the work | 1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | 1.2 Construction sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Tools and equipment suitable for construction are |

			identified and checked for safe and effective operation
2	Lay out and prepare materials	2.1	Materials are selected and checked for flaws following work instructions
		2.2	Materials are laid out to requirements
		2.3	Suitable joining points are selected
		2.4	Material is prepared for cutting
3	Construct and apply decorative surfaces	3.1	Material is cut to size and required thickness
		3.2	Materials are laid out in the required design
		3.3	Machinery is used in accordance with workplace procedures, including use of personal protective equipment
		3.4	Items are cut to requirements
		3.5	Joining process is undertaken according to workplace procedures
		3.6	Adhesives are applied according to workplace procedures and/or manufacturer instructions
		3.7	Work is checked against required quality standards
		3.8	Any non-conformity with the required quality standards is rectified
4	Finalise operation and maintain equipment	4.1	Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
		4.2	Machinery is cleaned and left in a safe mode
		4.3	Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
		4.4	Unused hardware is collected and stored for re-use or disposal following workplace procedures
		4.5	Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in preparation and application of decorative surfaces• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| Tools and equipment include: | <ul style="list-style-type: none">• measuring tapes or rulers• knives• mallets• squares• bevels• chisels• planes• clamps and portable vacuum presses |
| Machines include: | <ul style="list-style-type: none">• band saws• mitre saws• panel saws• sanders• presses and veneer guillotines |

Materials include:	<ul style="list-style-type: none">• timber• manufactured board• veneer• brass• alloys• adhesives• perspex and decorative laminates
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3007B Prepare and apply decorative surfaces for furniture.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3007 Prepare and apply decorative surfaces for furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, tools, equipment or products
 - maintain required production output and product quality
- Prepare and apply a minimum of three (3) different decorative surfaces to various substrates
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of decorative surfaces
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, tools and equipment required to prepare and apply decorative surfaces for furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3008 Select timbers for furniture production

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting suitable timbers for use in production by applying knowledge of timber technology.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Determine timber requirement	1.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Structural requirements for timbers are determined from workplace documentation
		1.3	Timber is assessed for suitability in accordance with selection criteria
		1.4	Written report is prepared substantiating selection of timber
2	Evaluate timber selected	2.1	Other materials which may be incorporated into furnishing item are identified and compatibility factors to be considered are recorded for inclusion in production plans

- 2.2 Moisture content of timber selected is determined to ensure compliance with production requirements
- 2.3 Density and working properties of timber are determined to ensure compliance with production requirements
- 2.4 Any faults or features in the timber are identified and strategies are suggested to overcome/minimise their effects
- 2.5 Recommendations on any changes to appropriate finishes and adhesives are recorded for inclusion in production plans

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Furnishing items include:**
- solid timber furniture
 - upholstered furniture and occasional items
- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- Timbers include:**
- indigenous and overseas timbers
 - softwood
 - hardwood
- Selection criteria**
- aesthetic appeal
 - shape

- includes:**
 - volumes required and characteristics
- Working properties include:**
 - hardness
 - strength and brittleness
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3010B Select timbers for furniture production.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3008 Select timbers for furniture production

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- From a range of ten (10) common furniture species samples, identify the species correctly, match it to a specified application and justify the choice
- Correctly identify natural and seasoning faults in selected timbers
- Use a moisture meter to measure the moisture content in a minimum of three (3) samples, including one (1) hard and one (1) soft timber
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Characteristics and uses of a range of available indigenous and overseas timber
- Commonly used complementary materials and their compatibility when used in conjunction with others
- Impact of climate and workshop conditions on timbers
- Timber seasoning methods, techniques and faults
- Solid timber conversion techniques

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a range of timber and moisture content measuring devices.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3009 Produce manual and computer-aided production drawings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing manual and computer-aided production drawings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify object to be drawn	1.1	The purposes and any operational characteristics of object to be drawn are identified
		1.2	Production materials and method are identified
2	Establish drawing criteria and limitations	2.1	Type of drawing to be completed is identified
		2.2	Drawing requirements are established and documented identifying dimensions, angles, shapes and finished sizes
		2.3	Drawing conventions and specifications to be noted on the drawing are identified
		2.4	Appropriate medium for drawings is identified and

		selected
3	Quantify and draft initial drawing	<p>3.1 Dimensions are plotted from criteria and documented specifications</p> <p>3.2 Dimensional points are connected to match appropriate drawing views</p> <p>3.3 Any production notes or special requirements are noted</p> <p>3.4 Drawing conventions and specifications are noted on the documentation</p>
4	Complete drawing	<p>4.1 Angles, shapes and dimensions are checked against specifications and sample</p> <p>4.2 Adjustments are made to the drawing within scope of authority</p> <p>4.3 Drawing is checked for compliance with workplace documentation requirements</p>

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|------------------------------|---|
| Scope of drawing: | <ul style="list-style-type: none"> • is to be limited to that used for manufacture/production purposes and is not to encompass original design concepts • drawing is to be completed using both manual and computer-aided design (CAD) techniques and processes |
| Unit scope includes: | <ul style="list-style-type: none"> • drawings in metric scale and covering all dimensions of the furniture and furnishings |
| Calculations include: | <ul style="list-style-type: none"> • manual and with the aid of a calculator |

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3011B Produce manual and computer-aided production drawings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3009 Produce manual and computer-aided production drawings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify the factors and criteria relevant to the drawings
- Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment
- Prepare production drawings of furniture/furnishings:
 - covering a scope of at least three (3) products
 - applying both manual and computer-aided techniques and processes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Furniture design and planning criteria
- Structural geometry
- Measurement techniques and equipment/tools
- Theory and practice of calculations (addition, subtraction, multiplication and division)
- Types, techniques and processes of manual production drawing
- Types of computer-aided drawing equipment, software, techniques and processes
- Conventional signs and markings for drawings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to information on the subjects for drawing, computer-aided drawing systems, measuring, calculating and recording devices.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3010 Prepare cutting list from plans and job specifications

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers reading plans and job specifications to prepare cutting lists and providing data for subsequent processing operations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Read plans and job specifications	1.1	Job specifications, set-out rods and plans are used to determine the job requirements, including cutting list, dimension, design, quality materials and processes
		1.2	Job components are established according to job specification and workplace procedures
		1.3	Geometry of components are established according to specifications
2	Prepare cutting lists	2.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		2.2	Cutting list is checked and set out in accordance with

		workplace procedures, plans and specifications
	2.3	Components are identified and described using common workplace terminology
	2.4	Sizes and tolerance of components are established and documented in accordance with workplace procedures
	2.5	Processing requirements are identified and documented
	2.6	Dimensional allowances for further processing are identified and documented
3	Read and interpret cutting lists	3.1 Cutting list is read and interpreted in accordance with the job requirements
		3.2 Quantities and dimensions are interpreted
		3.3 Quality standards and waste factors are considered
		3.4 Processing methods are established
		3.5 Processing time is identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit scope includes:	<ul style="list-style-type: none"> reading of plans and specifications and the preparation of cutting lists for the production of furniture components preparation of cutting lists may be completed by both manual and computer assisted/generated means
Unit context includes:	<ul style="list-style-type: none"> WHS requirements, including legislation, building codes, material safety management systems, hazardous substances

	and dangerous goods codes, and local safe operating procedures
	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the reading of plans and specifications and the preparation of cutting lists• competency may be determined in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Materials to be considered include:	<ul style="list-style-type: none">• solid timber• manufactured board• metal• plastics• glass
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3012B Prepare cutting list from plans and job specifications.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3010 Prepare cutting list from plans and job specifications

Modification History

Release 1 - New unit of competency

Performance Evidence

- Locate, interpret and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials and tools used in the work process
- Follow work instructions, operating procedures and manufacturers' instructions to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain optimum production output and product quality
- Interpret production plans and prepare cutting lists on a minimum of four (4) occasions with lists each having at least ten (10) different components and, overall, the lists incorporating four (4) different types of material
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Characteristics of materials and tooling used and use of products programmed
- Identification of equipment, processes and procedures
- Pattern techniques for optimising materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans and specifications, standard cutting list formats and workplace standard processing procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3011 Measure and draw site layout for manufactured furniture products

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring and recording site layout details to provide an accurate basis for both manufacture and installation of furniture products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------|---|
| 1 Obtain measurements | <div style="margin-left: 20px;">1.1 The purpose of obtaining measurements is clarified and confirmed</div> <div style="margin-left: 20px;">1.2 The most appropriate method of obtaining the measurement is selected and applied</div> <div style="margin-left: 20px;">1.3 Accurate measurements are obtained, confirmed and recorded</div> <div style="margin-left: 20px;">1.4 Calculations required for the measurement or validation are selected and correctly applied</div> <div style="margin-left: 20px;">1.5 Quality assurance requirements, standards and tolerances associated with enterprise operations are recognised and adhered to</div> |
|------------------------------|---|

- | | | | |
|---|------------------|-----|---|
| 2 | Draw site layout | 2.1 | Intended use of the site is clarified and confirmed |
| | | 2.2 | A site plan is prepared showing all features and measurements |
| | | 2.3 | A site elevation is completed showing all features and measurements |
| | | 2.4 | Unique and non-complying features which may impact on manufacture and/or installation are highlighted and referred to the appropriate party |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit scope includes: | <ul style="list-style-type: none">• measurement and drawing of site layout related to the manufacture and installation of furniture, cabinets, glass, soft furnishings, upholstery, picture framing and floor covering products |
| Drawing include: | <ul style="list-style-type: none">• manual or computer-aided |
| Measurements: | <ul style="list-style-type: none">• are to be in metric scale, cover all dimensions of the site and furnishings and involve the use of:<ul style="list-style-type: none">• rulers• tape measures• squares• service detectors• laser or equivalent technology |
| Critical dimensions that may impact on | <ul style="list-style-type: none">• the square of the structure• angles of floor to walls |

manufacture and installation include:	<ul style="list-style-type: none">• walls to ceiling• vertical walls• horizontal floor and ceiling• service locations and critical structural criteria
Calculations include:	<ul style="list-style-type: none">• area• perimeter• volume• mass• scales and ratios (ingredients/elements and triangulation) and require the application of addition• subtraction• multiplication and division processes• calculations are to be performed both manually and with the aid of a calculator
Unit context includes:	<ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3013B Measure and draw site layout for manufactured furniture products.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3011 Measure and draw site layout for manufactured furniture products

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify the factors relevant to the measurements and drawings
- Communicate effectively to enable accurate calculations, measurements and drawings
- Accurately measure and record particulars for required sector sites and materials
- Draw accurate, scaled plans and elevations relevant to the site using manual or computer-aided methods
- Identify and communicate on measurements and dimensions which may impact on manufacture and/or installation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money

Knowledge Evidence

- Furniture design and planning criteria
- Drawing techniques, technologies and processes
- Furniture installation methods, criteria and techniques
- Measurement techniques and equipment/tools
- Theory and practice of calculations (addition, subtraction, multiplication and division)
- Conventional signs and markings for plans and drawings

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to information on the site and products for measurement and calculation, suitable work area appropriate to the activity, suitable site plans/drawings and/or specifications, and measuring, calculating and recording devices.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3012 Set up, operate and maintain sawing machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining sawing machines using their full technical potential and capacities. It encompasses and builds on the machines and tasks covered in unit *MSFFM2010 Set up, operate and maintain basic static machines*.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | 1.2 Cutting list and job specifications are read and interpreted |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Material for machining is selected and inspected for quality |
| | 1.5 Sawing machines, cutting tools and jigs are identified and checked for safe and effective operation |

- | | | |
|---|---|---|
| | 1.6 | Procedures are determined for minimising waste material |
| | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | |
| | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | 2.2 | Saw settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | 2.3 | Trial runs are conducted to check saw operation, accuracy and quality of finished work |
| | 2.4 | Necessary adjustments are made to saw settings |
| 3 | Operate machines | |
| | 3.1 | Saw start-up procedure is carried out in accordance with manufacturer instructions |
| | 3.2 | Material to be sawed is positioned in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | 3.3 | Saw is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | 3.4 | Saw operation is monitored to ensure product quality and output |
| | 3.5 | Waste quantities are checked and minimised |
| | 3.6 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | 3.7 | Problems with the required work and/or the operation of the saw are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | |
| | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | 4.2 | Machinery is cleaned and left in a safe mode |
| | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | 4.4 | Unused hardware is collected and stored for re-use or |

disposal following workplace procedures

- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Sawing machines include:

- cross-cut saws
- circular rip saws
- sliding table panel saws and scroll-band saws
- numerically controlled (NC) beam saws
- wall saws
- band re-saws and straight line edgers

Materials to be machined include:

- solid timber
- manufactured board
- laminates
- plastics
- acrylics
- synthetic solids

Unit scope includes:

- reading and interpreting plans
- deep ripping
- cutting angles and compound angles
- trenching flat panel components
- shaping components
- using jigs and fixtures
- breaking down boards
- maintaining machine parts and saw blades

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• machine-specific tools• screwdrivers• hammers• spanners• jigs and fixtures
Materials include:	<ul style="list-style-type: none">• sawing machine consumables• oils and lubricants and trial materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3020B Set up, operate and maintain sawing machines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3012 Set up, operate and maintain sawing machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up, operate and maintain at least four (4) different types of saws, using safety cut-outs and guards
- Conduct operator maintenance on the machines and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of sawing machines
- Sawing processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to sawing machinery, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3013 Set up, operate and maintain drilling machines

Modification History

Release 2 - Mapping corrected

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining drilling machines using their full technical potential and capacities. It encompasses and builds on the drilling machines and tasks covered in unit *MSFFM2010 Set up, operate and maintain basic static machines*.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Drilling machines, cutting tools and jigs are identified and |

		checked for safe and effective operation
	1.6	Procedures are determined for minimising waste material
	1.7	Procedures are identified for maximising energy efficiency while completing the job
2	Set up machines	
	2.1	Safety equipment, including emergency stops, gauges, guards and controls are checked
	2.2	Drill settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
	2.3	Trial runs are conducted to check drill operation, accuracy and quality of finished work
	2.4	Necessary adjustments are made to drill settings
3	Operate machines	
	3.1	Drill start-up procedure is carried out in accordance with manufacturer instructions
	3.2	Material to be drilled is positioned in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures
	3.3	Drill is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations
	3.4	Drill operation is monitored to ensure product quality and output
	3.5	Items that do not meet quality requirements are recycled or discarded according to workplace procedures
	3.6	Problems with the required work and/or the operation of the drill are identified and reported to appropriate persons
4	Finalise operation and maintain equipment	
	4.1	Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
	4.2	Machinery is cleaned and left in a safe mode
	4.3	Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
	4.4	Unused hardware is collected and stored for re-use or disposal following workplace procedures

- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Drilling machines include:

- single-head multi-spindle machines
- single-spindle vertical and horizontal machines
- multi-head multi-spindle machines

Materials to be machined include:

- solid timber
- manufactured board
- metal
- glass

Unit scope includes:

- reading and interpreting working drawing and manufacturer hardware specification
- drilling pattern selection
- cutter fitting to meet job specification
- adjustment and use of pressures and stops

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines

	<ul style="list-style-type: none">• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• machine-specific tools• screwdrivers• hammers• spanners• jigs and fixtures
Materials include:	<ul style="list-style-type: none">• drilling machine consumables• oils and lubricants and trial materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3021B Set up, operate and maintain drilling machines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3013 Set up, operate and maintain drilling machines

Modification History

Release 2 - Mapping corrected

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up and operate at least the two (2) different types of drills, including the use of safety cut-outs and guards
- Conduct operator maintenance on the machines and associated equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of drilling machines
- Drilling processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to drilling machinery, standard operating procedures, and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3014 Set up, operate and maintain joining machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining joining machines using their full potential and capacities in the production of furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | 1.2 Cutting list and job specifications are read and interpreted |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Material for machining is selected and inspected for quality |
| | 1.5 Joining machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | 1.6 Procedures are determined for minimising waste material |

- | | | | |
|---|---|-----|---|
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Joining machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or |

disposal following workplace procedures

- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Joining machines include:

- mortise and tenoners (either joinery or furniture)
- dovetailers (single or multi-pin)
- dowelling and inserting machines

Materials to be machined include:

- solid timber
- manufactured board

Unit scope includes:

- reading and interpreting working drawings
- machining mortise and tenon joints, dovetailing, scribed joints, angle joints and compound angle joints
- maintaining tools and cutters

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines
- competency may be demonstrated in workplaces involved in

	the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• machine-specific tools• screwdrivers• hammers• spanners• jigs and fixtures
Materials include:	<ul style="list-style-type: none">• joining machine consumables• oils and lubricants and trial materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3022B Set up, operate and maintain joining machines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3014 Set up, operate and maintain joining machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage and wastage of goods, equipment and products
 - maintain required production output and product quality
- Identify, set up, operate to their full capacities at least two (2) different types of joining machines (mortise and tenoner and dovetailer), including the use of safety cut-outs and guards and their application of the machines to a variety of materials
- Conduct operator maintenance on the machines and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of joining machines
- Joining processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to joining machinery, standard operating procedures, and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3015 Set up, operate and maintain planing and finishing machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining planing and finishing machines using their full potential and capacities in the production of furniture. It encompasses and builds on the machines and tasks covered in unit *MSFFM2010, Set up, operate and maintain basic static machines*.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Planing and finishing machines, cutting tools and jigs are |

- identified and checked for safe and effective operation
- 1.6 Procedures are determined for minimising waste material
 - 1.7 Procedures are identified for maximising energy efficiency while completing the job
- 2 Set up machines
- 2.1 Safety equipment, including emergency stops, gauges, guards and controls are checked
 - 2.2 Planing and finishing machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
 - 2.3 Trial runs are conducted to check machine operation, accuracy and quality of finished work
 - 2.4 Necessary adjustments are made to machine settings
- 3 Operate machines
- 3.1 Machine start-up procedure is carried out in accordance with manufacturer instructions
 - 3.2 Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures
 - 3.3 Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations
 - 3.4 Machine operation is monitored to ensure product quality and output
 - 3.5 Items that do not meet quality requirements are recycled or discarded according to workplace procedures
 - 3.6 Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons
- 4 Finalise operation and maintain equipment
- 4.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
 - 4.2 Machinery is cleaned and left in a safe mode
 - 4.3 Faulty and/or defective equipment is tagged and reported in accordance with workplace practices

- 4.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Planing and finishing machines include:

- surface planer
- panel planer and wide belt sander
- planer sander and over and under machines
- multi-drum sander

Material to be machined include:

- solid timber
- manufactured board

Unit scope includes:

- changing and monitoring straight cutters and knives
- setting pressures
- chip breaker and fences
- changing abrasive belts and adjusting pressures
- feed and belt tracking devices

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion,

judgement and problem solving in the set up and operation of machines

- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

Tools and equipment include:

- machine-specific tools and tension wrenches
- screwdrivers
- hammers
- spanners
- jigs and fixtures

Materials include:

- planing and finishing machine consumables
- oils and lubricants and trial materials

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFM3023B Set up, operate and maintain planing and finishing machines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3015 Set up, operate and maintain planing and finishing machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage and wastage of goods, equipment and products
 - maintain required production output and product quality
- Identify, set up and operate to their full capabilities, at least three (3) different types of planing and finishing machines which are to include:
 - a surface planer
 - a panel planer
 - a wide belt sander
- Conduct operator maintenance on machines and related equipment and materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of planing and finishing machines
- Planing and finishing processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to planing and finishing machinery, standard operating procedures, and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3016 Set up, operate and maintain multi-head planing and moulding machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining multi-head planing and moulding machines using their full potential and capacities in the production of furniture. It encompasses and builds on other machines and tasks covered in unit *MSFFM2010, Set up, operate and maintain basic static machines*.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Machines and cutting tools are identified and checked for |

		safe and effective operation
	1.6	Procedures are determined for minimising waste material
	1.7	Procedures are identified for maximising energy efficiency while completing the job
2	Set up machines	2.1 Safety equipment, including emergency stops, gauges, guards and controls, are checked
	2.2	Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
	2.3	Trial runs are conducted to check machine operation, accuracy and quality of finished work
	2.4	Necessary adjustments are made to machine settings
3	Operate machines	3.1 Machine start-up procedure is carried out in accordance with manufacturer instructions
	3.2	Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures
	3.3	Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations
	3.4	Machine operation is monitored to ensure product quality and output
	3.5	Items that do not meet quality requirements are recycled or discarded according to workplace procedures
	3.6	Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons
4	Finalise operation and maintain equipment	4.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
	4.2	Machinery is cleaned and left in a safe mode
	4.3	Faulty and/or defective equipment is tagged and reported in accordance with workplace practices

- 4.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures
- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------|---|
| Machines include: | <ul style="list-style-type: none">• through and push feed planing and moulding machines for machining solid timber and manufactured board |
| Unit scope includes: | <ul style="list-style-type: none">• changing and maintaining straight and profile knives• setting pressures feed speeds• chip breakers and guides• square dressing• producing detailed mouldings |
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom |

	cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• machine-specific tools• tension wrenches• screwdrivers• hammers and spanners
Materials include:	<ul style="list-style-type: none">• planing and moulding machine consumables• oils and lubricants and trial materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3024B Set up, operate and maintain multi-head planing and moulding machines.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3016 Set up, operate and maintain multi-head planing and moulding machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage and wastage of goods, equipment and products
 - maintain required production output and product quality
- Identify, set up, operate and maintain multi-headed planing and moulding machine, including the use of safety cut-outs and guards, to complete the following:
 - square dress timber
 - produce a minimum range of three (3) detailed mouldings profiled on at least one edge and one face to a minimum of Australian Standards criteria
- Conduct operator maintenance on the machine
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of planing and moulding machines
- Planing and moulding processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a planing and moulding machine, standard operating procedures, and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3017 Set up, operate and maintain routing and shaping machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining routing and shaping machines using their full potential and capacities in the production of furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Routing and shaping machines, cutting tools and jigs are identified and checked for safe and effective operation |

- | | | |
|---|---|---|
| | 1.6 | Procedures are determined for minimising waste material |
| | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | |
| | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | 2.2 | Routing and shaping machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | |
| | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | 3.4 | Machine operation is monitored to ensure product quality and output |
| | 3.5 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | 3.6 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | |
| | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | 4.2 | Machinery is cleaned and left in a safe mode |
| | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | 4.4 | Unused hardware is collected and stored for re-use or |

disposal following workplace procedures

- 4.5 Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Routing and shaping machines include:

- spindle moulding machine
- overhead or inverted pin routing machine

Material to be routed and shaped include:

- solid timber
- manufactured board
- plastics and laminates

Unit scope includes:

- setting up fences and guides
- maintaining cutters
- selecting feed and spindle speeds
- the use of feed unit
- safety pressure devices/guards
- linear, convex and concave shaping
- rebating
- moulding and grooving material
- using jigs and fixtures

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation

	insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• machine-specific tools• screwdrivers• hammers• spanners• jigs and fixtures
Materials include:	<ul style="list-style-type: none">• routing and shaping machine consumables• oils and lubricants and trial materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3025B Set up, operate and maintain routing and shaping machines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3017 Set up, operate and maintain routing and shaping machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage and wastage of goods, equipment and products
 - maintain required production output and product quality
- Identify, set up and operate to their full capabilities, at least two (2) different types of routing and shaping machines, including the use of safety cut-outs and guards
- Conduct operator maintenance on the machines and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of routing and shaping machines
- Routing and shaping processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to routing and shaping machinery, standard operating procedures, and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3018 Set up, operate and maintain mechanical wood-turning lathes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining mechanical wood-turning lathes used in the production of furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.										
1 Prepare for work	<table><tr><td>1.1</td><td>Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities</td></tr><tr><td>1.2</td><td>Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work</td></tr><tr><td>1.3</td><td>Material for turning is selected and inspected for quality</td></tr><tr><td>1.4</td><td>Machines, cutting tools and templates are identified and checked for safe and effective operation</td></tr><tr><td>1.5</td><td>Procedures are determined for minimising waste material</td></tr></table>	1.1	Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities	1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work	1.3	Material for turning is selected and inspected for quality	1.4	Machines, cutting tools and templates are identified and checked for safe and effective operation	1.5	Procedures are determined for minimising waste material
1.1	Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities										
1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work										
1.3	Material for turning is selected and inspected for quality										
1.4	Machines, cutting tools and templates are identified and checked for safe and effective operation										
1.5	Procedures are determined for minimising waste material										

- | | | |
|---|---|---|
| | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | |
| | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | |
| | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | 3.4 | Machine operation is monitored to ensure product quality and output |
| | 3.5 | Waste quantities are checked and minimised |
| | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | |
| | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | 4.2 | Machinery is cleaned and left in a safe mode |
| | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | 4.5 | Waste and scrap materials are dealt with following |

workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Lathes include:

- two of fixed knife
- rotary knife and copying lathe

Unit scope includes:

- reading the plans and specifications
- manufacture of templates

Unit context includes:

- freehand grinding of cutters
- application of cutting tools
- set-up and operation of lathes to produce turned components
- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

Tools include:

- machine-specific tools
- tension wrench

- | | |
|--|---|
| Personal protective equipment includes: | <ul style="list-style-type: none">• pedestal grinder or bench grinder• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFM3026B Set up, operate and maintain mechanical wood turning lathes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3018 Set up, operate and maintain mechanical wood-turning lathes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up, operate and maintain at least two (2) different lathes, including the use of safety cut-outs and guards, to complete the following:
 - off-hand grind a range of cutters
 - manufacture and apply a template
 - complete a minimum of two (2) detailed turnings which are to include fillets, beads, covers and square shoulder
- Conduct operator maintenance on the lathes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of lathes
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to lathes, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3019 Set up, operate and maintain automated edge banding machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining edge banding machines which use automated processes to apply and finish edge treatments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Work instructions are used to determine job requirements, including quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Material for processing is selected and inspected for quality |
| | | 1.4 | Machines and cutting tools are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |

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|---|---|-----|---|
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following |

workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Automated edge banding machines include: | <ul style="list-style-type: none">• standard automated edger (not fully automatic)• soft forming machine |
| Unit scope includes: | <ul style="list-style-type: none">• applying and processing an edge trim to solid timber or manufactured board |
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines• competency may be demonstrated in workplaces involved in the manufacture of domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| Materials to be processed include: | <ul style="list-style-type: none">• solid timber• manufactured board |
| Edgings include: | <ul style="list-style-type: none">• solid timber• laminates• plastics |

- Operator maintenance includes:**
 - non-ferrous materials and foils
 - the cleaning and refurbishing of the gluing station
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3027B Set up, operate and maintain automated edge banding machines.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3019 Set up, operate and maintain automated edge banding machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up and operate an automated (not fully automatic) edging machine to complete the following:
 - the set up and application of at least three (3) different edge treatment materials
 - the identification and correction of at least two (2) real or simulated machining faults
- Conduct operator maintenance on the machines and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of machines
- Characteristics, uses and limitations of board products, edging products and adhesives
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to an automated edge banding machine, standard operating procedures, and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3020 Fabricate synthetic solid surface products

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fabricating synthetic solid surface furniture and furnishing products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | 1.2 Fabrication sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Preparatory drawings and set-outs for tasks are completed |

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|---|---|--|
| | 1.7 | Cutting list for components is developed |
| | 1.8 | Materials are selected following work instructions |
| | 1.9 | Tools and equipment suitable for fabrication are identified and checked for safe and effective operation |
| 2 | Complete fabrication | 2.1 Materials are set out and prepared according to work instructions and components are marked according to industry practices |
| | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | 2.3 | Components are fabricated and checked against set-outs for accuracy tolerances, fit and distortion |
| | 2.4 | Doors, drawers, shelves or decorative treatments are fitted as required |
| | 2.5 | Product is prepared for final finish, including the removal of bruises, scratches, dents and marks |
| | 2.6 | Product is checked against plans at identified checkpoints |
| 3 | Finalise operation and maintain equipment | 3.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | 3.2 | Machinery is cleaned and left in a safe mode |
| | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | 3.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Synthetic solid surface products include:	<ul style="list-style-type: none">• acrylic or polyester sheet-based materials
Synthetic solid surface products include:	<ul style="list-style-type: none">• benchtops• edges• sinks• bowls• other containers and waterproof wall treatments
Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work involves reading and interpreting plans, developing set-outs, using hand and/or power tools, equipment and operating machinery
Tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rulers• hammers• mallets• squares• bevels• chisels• planes• hand saws• power saws• power drills/screwdrivers• air compressor and hoses• clamps• screwdrivers• pincers
Machines include:	<ul style="list-style-type: none">• panel saws• routers

- edge moulders
 - point to point
 - heat applicators
 - sanding and buffing machines
- Materials include:**
- synthetic solid surface materials
 - timber
 - manufactured board
 - glues
 - screws
 - nails
 - dowels
 - knockdown fittings
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3028B Fabricate synthetic solid surface products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3020 Fabricate synthetic solid surface products

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - maintain required production output and product quality
- Fabricate a minimum of three (3) synthetic solid surface material products, including at least one (1) full benchtop
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of synthetic solid surface materials
- Interpretation of plan representation of furniture design
- Preparation of drawings and set-outs
- Identification of hand and/or power tools, materials, machines, equipment, processes and procedures
- Work flow in relation to furniture production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, hand and/or power tools, machines, equipment, materials and a work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3021 Set up, operate and maintain computer numerically controlled (CNC) sizing machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining CNC sizing machines to produce furniture or components.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for work	<div><div>1.1</div><div>Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities</div></div> <div><div>1.2</div><div>Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work</div></div> <div><div>1.3</div><div>Material for machining is selected and inspected for appropriate quality</div></div> <div><div>1.4</div><div>Procedures are determined for minimising waste material</div></div> <div><div>1.5</div><div>Procedures are identified for maximising energy efficiency while completing the job</div></div>

- | | | | |
|---|---|-----|--|
| 2 | Set up machines | 2.1 | CNC program is set to job requirements |
| | | 2.2 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.3 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.4 | Machines, cutting tools and jigs are checked for safe and effective operation |
| | | 2.5 | Trial runs are conducted to check machine operation and quality of finished work |
| | | 2.6 | Final adjustments are made to CNC programs and equipment according to workplace procedures |
| 3 | Operate machines | 3.1 | Machines are operated and monitored to ensure product quality and output |
| | | 3.2 | Waste quantities are checked and minimised |
| | | 3.3 | Problems with the required work are identified and reported to appropriate persons |
| | | 3.4 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.5 | Any authorised changes in working procedures are followed |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

CNC sizing machines include:

- CNC beam saws
- double end profiling machines

Unit scope includes:

computer programming skills
reading and interpreting drawings
stock control
setting cutting speeds
computer-aided machining operations
saw and tool maintenance

Materials to be sized include:

- solid timber
- manufactured board
- laminate
- solid synthetic materials and plastics

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

Tools include:

- machine-specific tools
- screwdrivers
- hammers
- spanners

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFFM3030B Set up, operate and maintain CNC sizing machines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3021 Set up, operate and maintain computer numerically controlled (CNC) sizing machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Locate, interpret and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - maintain required production output and product quality
- Identify, set up and operate CNC sizing equipment, including the use of safety cut-outs and guards, to produce a range of complex cutting patterns
- Conduct operator maintenance on the machine and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of CNC sizing machines
- CNC theory, practices and techniques
- Characteristics of materials used and uses of products produced
- Work flow processes
- Procedures for reporting materials, product or equipment faults

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to CNC controlled equipment, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining CNC machining and processing centres to produce furniture or components.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.										
1 Prepare for work	<table><tr><td>1.1</td><td>Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities</td></tr><tr><td>1.2</td><td>Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work</td></tr><tr><td>1.3</td><td>Material for machining is selected and inspected for appropriate quality</td></tr><tr><td>1.4</td><td>Procedures are determined for minimising waste material</td></tr><tr><td>1.5</td><td>Procedures are identified for maximising energy efficiency while completing the job</td></tr></table>	1.1	Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities	1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work	1.3	Material for machining is selected and inspected for appropriate quality	1.4	Procedures are determined for minimising waste material	1.5	Procedures are identified for maximising energy efficiency while completing the job
1.1	Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities										
1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work										
1.3	Material for machining is selected and inspected for appropriate quality										
1.4	Procedures are determined for minimising waste material										
1.5	Procedures are identified for maximising energy efficiency while completing the job										

- | | | | |
|---|---|-----|--|
| 2 | Set up for machining and processing | 2.1 | CNC program is set to job requirements |
| | | 2.2 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.3 | Machining and processing settings and adjustments are made in accordance with job requirements and machining and processing and tool manufacturer instructions |
| | | 2.4 | Machining and processing, cutting tools and jigs are checked for safe and effective operation |
| | | 2.5 | Trial runs are conducted to check machining and processing operation and quality of finished work |
| | | 2.6 | Final adjustments are made to CNC programs and equipment according to workplace procedures |
| 3 | Operate machining and processing centres | 3.1 | Machining and processing centres are operated and monitored to ensure product quality and output |
| | | 3.2 | Waste quantities are checked and minimised |
| | | 3.3 | Problems with the required work are identified and reported to appropriate persons |
| | | 3.4 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.5 | Any authorised changes in working procedures are followed |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

CNC machining and processing centres include

- a three axis machining centre
- multi-tasking machining centres
- flat-bed routers and mortise

Materials to be machined and processed include:

- solid timber
- manufactured board

Unit scope includes:

- reading and interpreting drawings
- selecting and installing tooling
- setting jigs and fixtures
- programming (sub-programs and parametrics)
- performance of computer-aided design (CAD)/computer-aided manufacture (CAM) functions
- downloading and storage of data to complete detailed profiling
- other specified operations

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machining and processing centres
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic

	furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Tools and equipment include:	<ul style="list-style-type: none">• stand-alone or integral computing systems• machine-specific tools
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3031B Set up, operate and maintain CNC machining and processing centres.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres

Modification History

Release 1 - New unit of competency

Performance Evidence

- Locate, interpret and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment or products
 - maintain required production output and product quality
- Identify, set up and operate CNC machining and processing centre equipment to complete detailed profiling, including:
 - development and application of sub-program
 - development and application of parametric program, and
 - application of CAD/CAM functions
- Conduct operator maintenance on the machining and processing centre equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of CNC machining and processing centres
- CNC theory, practices and techniques
- Characteristics of materials used and uses of products produced
- Work flow processes
- Procedures for reporting materials, product or equipment faults

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to CNC controlled equipment, standard operating procedures, unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3023 Produce and maintain cutting tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and machining materials to produce and maintain cutting tools used in woodworking machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including development, quality, materials, equipment and quantities |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Material for machining is selected and inspected for quality |
| | 1.4 Machines, grinding tools and accessories are identified and checked for safe and effective operation |
| | 1.5 Procedures are determined for minimising waste material |
| | 1.6 Procedures are identified for maximising energy efficiency |

- while completing the job
- | | | | |
|---|---|-----|--|
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Grinding operations are checked for accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Tooling is machined in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| | | 3.8 | Daily routine lubrication and adjustments to the machines are made |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following |

workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Machines include:

- a tool and cutter grinder or a profile grinder
- a straight knife grinder and a bench or pedestal grinder

Unit scope includes:

- identification of cutter design requirements
- geometrical development of cutter profiles
- inspection and identification of maintenance requirements
- selection and matching of abrasives for job requirements
- producing templates
- maintenance of detailed cutter profiles
- maintenance of straight cutters for a range of woodworking machines

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines

Cutting tools include:

- profile knives
- router cutters
- straight knives
- profile cutter heads

- | | |
|--|---|
| Materials include: | <ul style="list-style-type: none">• high-speed steel and tungsten carbide• other combination materials |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFM3032B Produce and maintain cutting tools.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3023 Produce and maintain cutting tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Produce a set of two (2) matching profile cutters
- Maintain a router cutter and solid profile cutter head
- Conduct operator maintenance on the machines/ equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of grinding machines
- Cutter development geometry and principles
- Characteristics, properties and limitations of cutter steels
- Grinding practices and techniques
- Types, characteristics and limitations of grinding adhesives and processes
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to grinding machines, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM3024 Construct jigs and fixtures

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and constructing jigs and fixtures to produce furniture components.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify the purpose of the jig or fixture	1.1	Purpose of the jig or fixture, and the equipment it is to be used on is established
		1.2	Proposed service life of jig or fixture is established
		1.3	Tolerances allowed are identified
		1.4	Materials for jig construction are established
		1.5	Quality requirements for each stage of the construction process are identified
2	Plan jig or fixture construction	2.1	Plan of proposed jig or fixture is produced
		2.2	Approval of design is gained through workplace

		procedures
	2.3	Steps or stages in production are planned, noting check points for measurements and tests
3	Collect materials and equipment	3.1 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
	3.2	Sufficient materials to complete the project are assembled ready for use
	3.3	Suitable work area is selected
	3.4	Hand and/or power tools are identified and checked for serviceability and assembled in work area
	3.5	Appropriate equipment required is identified and checked for serviceability
4	Construct the jig or fixture	4.1 Production plan is followed to construct the jig or fixture
	4.2	Tools and equipment are used in accordance with workplace procedures
	4.3	Quality checks are conducted at the identified points
	4.4	Modifications are identified and recommended within workplace procedures
	4.5	Modifications to the plan are documented and followed
	4.6	Jig or fixture is checked for fitness for purpose
5	Finalise operation and maintain equipment	5.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
	5.2	Machinery is cleaned and left in a safe mode
	5.3	Faulty and/or defective equipment is tagged and reported in accordance with workplace practices
	5.4	Unused hardware is collected and stored for re-use or disposal following workplace procedures
	5.5	Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Machines for which jigs and fixtures are made include:

- band saws
- cross-cut saws
- jig saws
- mitre saws
- panel and rip saws
- belt sanders
- panel planers
- surface planers
- horizontal borers
- vertical drill presses
- mortisers
- tenoners
- spindle moulders
- overhead and inverted pin routing machines

Uses for jigs and fixtures include:

- holding
- shaping
- drilling
- cutting
- routing

Production of components requiring jigs and fixtures include:

- chair legs
- shaping curved components
- end panels
- trenching
- grooving

Tools and equipment include:

- measuring tapes or rulers
- hammers

	<ul style="list-style-type: none">• mallets• squares• bevels• chisels• planes• hand saws• power saws• power drills/screwdrivers• pneumatic tools, compressor and spray equipment• clamps• screwdrivers• pincers
Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components
Materials used in the construction of jigs and fixtures include:	<ul style="list-style-type: none">• solid timber• manufactured board• metal• plastics• synthetic solids• laminates and non-ferrous materials
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFM3033B Construct jigs and fixtures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM3024 Construct jigs and fixtures

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, tools, equipment or products
 - maintain required production output and product quality
- Select materials and construct a minimum of three (3) different types of jigs/fixtures, including one (1) for a shaping machine and one (1) which is adjustable
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of jigs and fixtures
- Criteria for selecting material for use in jigs and fixtures
- Requirements for cutting, shaping and joining materials
- Identification of equipment, processes and procedures
- Work flow in relation to the use of jigs and fixtures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a job context, materials and equipment for jig or fixture construction.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM4001 Hand carve wood to custom design

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers confirming the design requirements, selecting the wood, hand carving it to custom design and preparing the carving for finishing. It applies to a work room and on-site environment and involves application of skills and knowledge at the highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Confirm the design requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements and instructions relevant to the hand carving of wood are verified and complied with
		1.2	Product design requirements are accessed and confirmed as being feasible
		1.3	Product design requirements are elaborated on as required and documented to enterprise requirements
2	Select and prepare the wood to be hand carved	2.1	The design requirements in terms of product specification and product usage are analysed and confirmed

- | | | |
|---|----------------------------|---|
| | 2.2 | Wood species to satisfy the product specifications are identified |
| | 2.3 | Wood for carving is selected from a detailed analysis and comparison of the product specification and the characteristics, properties and costs of the available wood species |
| | 2.4 | Selected wood is prepared for hand carving |
| 3 | Select carving tools | 3.1 Carving tools selected are the most appropriate for the job |
| | | 3.2 Selected carving tools are checked for serviceability, sharpness, maintenance compliance and safety |
| | | 3.3 Faults are rectified or passed to qualified persons for rectification |
| | | 3.4 Equipment is selected to hold or support material for hand tools application, where applicable |
| 4 | Carve the wood | 4.1 Method and style of wood carving are selected to meet the design requirements and the selected wood |
| | | 4.2 Carving patterns are applied to and enfaced on the wood to guide the carving and optimise the use of the wood |
| | | 4.3 Carving tools are applied initially to bulk clearances which confirm the wood grain selection and the appropriateness of the tools |
| | | 4.4 Carving tools are applied to the precision requirements of the product design |
| 5 | Finalise the work sequence | 5.1 The product is prepared for finishing in accordance with the design specification |
| | | 5.2 Carving tools are cleaned, maintained and stored in accordance with manufacturer specification |
| | | 5.3 Work area is cleared and waste removed |
| | | 5.4 Workplace documentation and/or reports are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Legislative requirements include: | <ul style="list-style-type: none">• applicable legislation from all levels of government that affect organisational operation• award and enterprise agreements• industrial relations• Australian Standards• confidentiality and privacy• WHS• the environment• equal employment opportunity (EEO)• anti-discrimination• relevant industry codes of practice• duty of care and heritage |
| WHS requirements include: | <ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying |
| Organisational requirements include: | <ul style="list-style-type: none">• 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• ethical standards• recording and reporting |

- Instructions include:**
- access and equity principles and practices
 - equipment use, maintenance and storage
 - environmental management (waste disposal, recycling and re-use guidelines)
 - workplace procedures relating to the use and operation of tools and equipment
 - production planning figures
 - workplace instructions, including job sheets, plans, specifications, drawings and designs
 - workplace procedures relating to reporting and communications
 - manufacturer instructions for the use of equipment and materials
- Wood species for carving include:**
- lime and ash
 - maple
 - cherry
 - English oak
 - American oak
 - Japanese oak
 - walnut
 - Brazilian mahogany
 - sycamore
 - holly
 - apple
 - pear
 - beech
 - teak
 - iroko
 - rosewood
 - ebony
 - ramin
 - blackwood
- Preparation of wood for hand carving includes:**
- confirmation of grain
 - identification and response to faults
 - knots and contaminants
 - cutting of wood to workable size and shape
- Carving tools include:**
- carving knives
 - chisels (straight and curved)
 - short bent front bent
 - spoon bit
 - back bent
 - skew

	<ul style="list-style-type: none">• fishtail• spade• parting tool• macaroni (fluterino and backeroni)• palm tools• rasps• riffers• punches• gouges• venier• router
Tool sharpening includes:	<ul style="list-style-type: none">• grinding and sharpening using a sandstone wheel or high-speed carborundum stone, a fine oilstone or a fine carving stone• sharpening a carver's chisel/implement involves sharpening bevels on both sides and rounding off bevels
Methods and styles of wood carving include:	<ul style="list-style-type: none">• chip carving• relief carving• Scandinavian flat plane• caricature carving• love spoon• treen• whittling
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

Unit Mapping Information

Supersedes and is equivalent to LMFFM4005A Hand carve wood to custom design.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM4001 Hand carve wood to custom design

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for the use of hand tools
- Interpret product design and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Hand carve a minimum of two (2) significant products, including:
 - the interpretation and necessary adoption of the design specifications
 - the selection of timber for the carving
 - the completion of the carving to specification or commercially acceptable standard
 - the preparation of the products for finishing
- Carry out operator maintenance on hand tools, including the grinding and sharpening of a range of knives and chisels
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to hand carving of wood
- Terminology covering hand carving operations and materials
- Types, characteristics, used and limitations of timber species for hand carving
- Techniques for the design and documentation of specifications for hand carved products
- Organisational and site standards, requirements, policies and procedures for hand carving of wood

- Types, characteristics, uses, limitations and maintenance requirements of the range of tools used in wood carving
- Processes for evaluating the quality of carving tools in terms of specifications, safety, maintainability and commercial reputation
- Range of commonly used hand carving techniques
- Established communication channels and protocols
- Relevant problem identification and resolution
- Workplace safety requirements and WHS legislation
- Work flow within the workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to significant hand carving requirements, including design brief or specification, a range of optional timbers, and a range of quality carving tools and materials for the preparation of the product for finishing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM4002 Construct joints for custom furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers joining timber by constructing joints using hand and portable power tools. It includes adapting/designing joints that are compatible with the product material, purpose and style of the furniture and supports the attainment of skills and knowledge required for competent workplace performance in the wide variety of furnishing maker operations. The competency applies to a work room and on-site environment and involves application of skills and knowledge at a highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Plan and prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to constructing joints for custom furniture are verified and complied with
		1.2	Instructions, plans and/or design briefs are read and interpreted to identify furniture joint requirements
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.4	Product purpose, furniture style and construction material

- are identified
- 1.5 Joints are identified and type of joint to be used is selected and adapted/designed as necessary
 - 1.6 Tools, adhesives and fasteners are selected to match the joint type
 - 1.7 Quality checking procedures are developed and documented for each step in the joint construction process
- 2 Make joint
- 2.1 Cutting and joining lines are marked out to suit joint type
 - 2.2 Measurements and calculations are checked for accuracy to ensure quality outcomes
 - 2.3 Timber features are identified and optimal usage criteria are observed
 - 2.4 Timber is cut to specification, inspected and prepared for joining
 - 2.5 Timber is joined in accordance with the job specifications
 - 2.6 Fasteners and adhesives are used to make joints firm where required
 - 2.7 Finished joint is checked against quality requirements
- 3 Finalise the work sequence
- 3.1 The product is prepared for finishing in accordance with the design specification
 - 3.2 Carving tools are cleaned, maintained and stored in accordance with manufacturer specification
 - 3.3 Work area is cleared and waste removed
 - 3.4 Workplace documentation and/or reports are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Joints for custom furniture include:

- dowel
- mortise and tenon
- dovetail
- lap joint
- biscuit joint
- finger joint
- housing joint
- mitre or bridle joints

Tools and equipment include:

- chisels
- mallets
- mortise gauges
- vernier callipers
- vices
- dovetail saws
- tenon saws
- coping saws
- planes
- files
- hand and power drills
- dowel jigs
- power routers
- portable biscuit machines
- power planers
- power saws
- power sanders

Materials include:

- timber (both indigenous and overseas)
- adhesives
- fasteners

Adhesives include:

- resorcinol formaldehyde
- polyurethane
- epoxy
- cyanoacrylate

WHS requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing

- Procedures include:**
- firefighting equipment
 - first aid equipment
 - hazard and risk control and elimination of hazardous materials and substances
 - manual handling, including lifting and carrying
 - work instructions
 - standard operating procedures
 - written, verbal or computer-based procedures
- Organisational requirements 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
 - 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)

Unit Mapping Information

Supersedes and is equivalent to LMFFM4006A Construct joints for custom furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM4002 Construct joints for custom furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- Select appropriate joint types for the furniture item and produce a minimum of four (4) different joint types in accordance with industry standards and tolerances with at least two (2) produced substantially by hand operations
- Utilise at least three (3) different adhesive types
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to constructing joints for custom furniture moisture suppressants and barrier systems
- Organisational and site standards, requirements, policies and procedures for the creation of joints
- Types of tools and equipment used in joint construction and procedures for their safe use, operation and maintenance
- Characteristics and properties of timber being used
- Characteristics, properties and selection criteria of adhesives used
- Matching requirements of adhesives and fasteners to timbers/materials used
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Work flow in relation to the furniture items being made or repaired

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to the design and application of jointing techniques, and specifications and work instructions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM4003 Produce curved and shaped components for custom furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers production of curved and shaped components for custom furniture in a wide variety of furniture maker operations. It applies to a work room and on-site environment and involves application of skills and knowledge at a highly skilled craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the production of curved and shaped components for custom furniture are verified and complied with |
| | | 1.2 | Instructions or plans are read and interpreted to identify process required to complete work tasks |
| | | 1.3 | Production materials are identified, evaluated and selected |
| | | 1.4 | Tools and equipment are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |

		1.5	Techniques for bending, forming and shaping components are identified, evaluated and selected for the particular applications
		1.6	Sequence of work is planned, including the starting point, to ensure efficiency and quality of construction
		1.7	Quality checking procedures are developed and documented for each step in the production process
2	Complete construction	2.1	Component specifications are set out according to work instructions and materials marked according to industry practices
		2.2	Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
		2.3	Material bending, forming and shaping are undertaken in accordance with the production plan
		2.4	Components are checked against specified tolerances, fit and accuracy
3	Finalise the work sequence	3.1	The product is prepared for finishing in accordance with the design specification
		3.2	Carving tools are cleaned, maintained and stored in accordance with manufacturer specification
		3.3	Work area is cleared and waste removed
		3.4	Workplace documentation and/or reports are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Curved components include:

- curved timber components produced by:
 - laminating
 - coopering
 - steam bending
 - saw kerfing

Shaped components include:

- timber shaped by hand or static machine tools

Instructions include:

- workplace instructions regarding techniques, materials, tools and equipment required in the production of curved and shaped components for custom furniture
- workplace procedures relating to the use and operation of tools and equipment
- workplace instructions, including job sheets, plans, specifications, drawings and designs
- workplace procedures relating to reporting and communications
- manufacturer instructions for the use of equipment and materials

Materials include:

- timber
- plywood
- medium density fibreboard (MDF)
- veneer
- plastic laminate
- sheet metal
- adhesives
- screws
- nails
- dowels
- decorative finishes
- abrasive paper
- finishing materials

Tools and equipment include:

- measuring tapes or rules
- hammers
- mallets
- squares
- bevels
- chisels
- planes
- hand and power saws

	<ul style="list-style-type: none">• power drills/screwdrivers• pneumatic tools, compressor and spray equipment• clamps• screwdrivers• pincers• rasps
Machines include:	<ul style="list-style-type: none">• band saws• cross-cut saws• mitre saws• panel and rip saws• surface planers• panel planers• belt sanders• horizontal borers• vertical drill presses• dove-tailers• pedestal grinders• wood-turning lathes• veneer guillotines• presses
Material bending, forming and shaping techniques include:	<ul style="list-style-type: none">• steam ending• laminating• coopering• saw kerfing• hand shaping• machine shaping
WHS requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying
Procedures include:	<ul style="list-style-type: none">• work instructions• standard operating procedures• verbal, written or computer-based procedures
Organisational requirements include:	<ul style="list-style-type: none">• 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

- 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)

Unit Mapping Information

Supersedes and is equivalent to LMFFM4007A Produce curved and shaped components for custom furniture.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM4003 Produce curved and shaped components for custom furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- Produce a minimum of six (6) significant timber curved components, five (5) from solid timber and one (1) using ply:
 - one (1) involving shaping from solid timber using hand techniques
 - one (1) involving shaping from solid timber using machine techniques
 - one (1) involving laminating
 - one (1) involving use of heat/steam
 - one (1) involving other techniques
 - items must demonstrate appropriate design, use of materials and strength for purpose
- Conduct operator maintenance on machines and related tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the production of curved and shaped components for custom furniture
- Organisational and site standards, requirements, policies and procedures for the production of curved and shaped components for custom furniture
- Techniques for timber bending, forming and shaping

- Types, characteristics, uses, limitations and maintenance requirements of solid timbers commonly used in furniture production
- Types, characteristics, uses and limitations on hand and power tools used in timber bending, forming and shaping
- Interpretation of plan representations of furniture design
- Techniques for the preparation of drawings/set-outs/rods and geometrical concepts
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Work flow within the workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic curved and shaped component tasks, materials and equipment relevant to production of curved and shaped components for custom furniture, and specifications and work instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFM4004 Produce timber veneered components for custom furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers production of timber veneered components for custom-made furniture in a wide variety of fine wood operations. It applies to a workshop environment and involves application of skills and knowledge at a craftsman or artisan level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furniture Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to producing timber veneered components for custom-made furniture are complied with
		1.2	Instructions, plans or design briefs are read and interpreted to identify processes and materials to complete work tasks
		1.3	Suitable timber or timber veneer material is identified, evaluated and selected
		1.4	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition

		1.5	Sequence of work is planned and documented, including the starting point, to ensure efficiency and quality of finish
		1.6	Quality checking procedures are developed and documented for each step in the veneering process
2	Prepare timber veneer	2.1	Timber is selected and the cutting face is prepared
		2.2	Veneer timber is cut along grain at the specified thickness
		2.3	Veneer thickness and consistency are monitored with respect of size and tolerances
		2.4	Veneer is dressed to the required tolerances for further use
3	Lay out and prepare materials	3.1	Design of veneer is laid out
		3.2	Veneers are selected and checked for flaws
		3.3	Veneers are matched and method of joining to adjacent veneers is selected and prepared for
		3.4	Veneers are prepared for application and laid out
		3.5	Suitable joining processes to backing and adjacent veneers are selected and prepared
		3.6	The style of edge finish is selected and prepared for
4	Apply and/or fit and finish	4.1	Veneers are measured, marked and cut to size, and applied to base material
		4.2	Adhesives are applied according to workplace procedures and manufacturer instructions
		4.3	Selected joining process is applied in accordance with workplace procedures, including the use of protective equipment
		4.4	Final trim and finishing are completed to specifications
		4.5	Work is checked against required quality standards
		4.6	Any non-conformity with the required quality standard is rectified
5	Finalise the work sequence	5.1	The product is prepared for finishing in accordance with the design specification

- 5.2 Carving tools are cleaned, maintained and stored in accordance with manufacturer specification
- 5.3 Work area is cleared and waste removed
- 5.4 Workplace documentation and/or reports are completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Veneered components include:

- thin slices of wood, usually thinner than 3 mm (1/8"0 glued and pressed onto core panels of different material, including:
 - wood
 - particleboard
 - medium density fibreboard (MDF)
- veneers are also used in parquetry, marquetry, intarsia and inlays

Instructions include:

- workplace veneering instructions, including job sheets, plans, specifications, drawings and designs
- workplace procedures relating to reporting and communications
- manufacturer instructions for the use of equipment and materials

Tools and equipment include:

- knives
- chisels
- measuring tapes or rules
- mallets
- squares
- levels

- planes
- band saws
- rotary lathe
- slicing machine
- half round lathe
- power saws
- power drills/screwdrivers
- hand drills
- pneumatic tools, compressor and spray equipment
- clamps
- screwdrivers
- rollers
- laminate trimmers
- cutters and hand routers
- sandpaper
- wire wool
- sanding block

Materials include:

- timber
- manufactured board
- laminates
- timber strips
- adhesives
- cleaning materials
- tapes

Veneers include:

- two or more layers of veneer adhered to each other and referred to as laminates employed to provide:
 - structured strength or shape (e.g. the back of a chair) that also has visual appeal
 - applied to a laminate of different material for visual appeal whilst maintaining other structural benefits

Suitable joining processes include:

- mechanical press that uses two flat plates being brought together to press the veneer to the substrate during the gluing process either purely mechanical using a screw or level action or closed with a hydraulic ram. This method is only used for veneering flat surfaces
- vacuum technique involving the component being veneered being placed in a form of bag from which the air is extracted. This method is favoured for veneering curved surfaces and also by smaller operators because of its flexibility
- hot glue hammering that is a traditional method of veneering involving using hot glue on the surfaces being veneered and then hammering the veneer to the subsurface

	with a hammer
Joining to adjacent veneers includes:	<ul style="list-style-type: none">• butting two right angle edges together then ‘stitching’ the veneer using a hot melt glue or tape (commonly used for flat surfaces)• using a scarf joint then gluing the surfaces together (commonly used on curved surfaces)
Style and edge finish include:	<ul style="list-style-type: none">• solid timber• veneer to cover the exposed edge
WHS requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying
Procedures include:	<ul style="list-style-type: none">• work instructions• standard operating procedures• written, verbal or computer-based procedures
Organisational requirements include:	<ul style="list-style-type: none">• 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• 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)

Unit Mapping Information

Supersedes and is equivalent to LMFFM4008A Produce timber veneered components for custom furniture.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFM4004 Produce timber veneered components for custom furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
 - minimise the risk of injury to self and others
- Prepare a minimum of one(1) significant veneer, including:
 - the selection of materials
 - the preparation of the cutting face
 - the cutting and dressing of the veneer
- Apply and finish veneers to at least three (3) different surfaces, including one (1) flat, one (1) curved and one (1) being a laminate, including at least two (2) requiring veneer edging
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the production of timber veneer components
- Organisational and site standards, requirements, policies and procedures for the production of timber veneer components
- Types, characteristics, uses and limitations of veneers
- Techniques for the manufacture and application of veneers
- Types, characteristics, uses and limitations of different veneering timbers
- Interpretation of plan representations of furniture design
- The preparation of drawings/set-outs

- Types, characteristics, uses and limitations of tools and equipment and procedures for their safe use, operation and maintenance
- Work flow in relation to furniture production
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to realistic tasks related to the application of veneers, materials and equipment relevant to the production and application of veneers, and specifications and work instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4001 Coordinate on-site installation of furnishing products

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers coordinating tradespersons who provide services involved in the installation, refurbishment, restoration or repair of furnishing products, primarily in a kitchen, bathroom or laundry setting.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|--|
| 1 Plan the coordination of trade services involved in the project | 1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | 1.2 Load bearing walls are located |
| | 1.3 Worksite is inspected for compliance with contract documentation, including confirmation that all work can be undertaken as a non-structural improvement |

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| | | 1.4 | Additional information or revised drawings are sourced where necessary |
| | | 1.5 | Tradespersons are identified for the required installing services |
| | | 1.6 | Timeframes for carrying out the work are developed |
| 2 | Coordinate and inspect trade service outcomes | 2.1 | Appropriate trade services are coordinated in accordance with relevant timeframes |
| | | 2.2 | The impact of any variations are assessed and timeframes are varied as necessary |
| | | 2.3 | Trade works are progressively checked to ensure compliance with contract documentation |
| | | 2.4 | Satisfactory performance of trade services carried out by trade provider is monitored |
| | | 2.5 | The rectification of identified faults is organised and coordinated |
| | | 2.6 | The restoration of the site is coordinated to ensure compliance with contractual and industry standards |
| 3 | Verify trade work compliance with contract requirements | 3.1 | Final trade work is inspected, assessed and accepted or rejected |
| | | 3.2 | Payments for accepted trade services are authorised |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion, judgement and problem solving |
| Furnishing installation processes include: | <ul style="list-style-type: none">• cabinets and the full range of products required in the installation• refurbishment, restoration or repair of furnishing, particularly in kitchens, bathrooms or laundries |
| Coordinated tradespersons include: | <ul style="list-style-type: none">• those who, by regulation and competency, have the authority to work on:<ul style="list-style-type: none">• water supply• fixtures and fittings• drainage• natural and artificial lighting• power sources• ceiling and wall linings• waterproofing and sealants• ceramic tiling• interior painting• floor/finish coverings |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• contractual documents and explanatory notes• building codes, Australian Standards and CSIRO Notes on the Science of Building• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFT4001B Coordinate on-site installation of furnishing products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4001 Coordinate on-site installation of furnishing products

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Coordinate a site involving at least three (3) tradespeople on three (3) separate occasions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Tasks, functions, responsibilities and regulatory requirements for tradespeople involved in water supply and drainage, supply of power and lighting, ceiling and wall linings, tiling and waterproofing, flooring and painting
- Relevant building codes, regulations and codes of practice
- Plan interpretation techniques and standards
- Workplace coordination and communication techniques
- Conflict resolution techniques

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work instructions, plans, work orders, associated and supporting tradespeople, industry and other standards, communication equipment and work areas.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4002 Customise stock lines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying and clarifying customer and stock requirements; analysing and selecting options; and developing, implementing and testing customisation processes necessary to adapt stock lines to meet the requirements of a furnishing enterprise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Assess requirements	1.1	Customer/specification is consulted to determine requirements
		1.2	Cost and feasibility of requirements are evaluated and development requirements are explored taking into consideration process, material, quantity, cost and outcome requirements
		1.3	Codes, regulations and technical documentation are consulted to establish design limitations, where applicable
		1.4	Specialist expertise is consulted as required
2	Propose options	2.1	Options for the use and modification of stock lines are defined and proposed to the customer to determine most

		appropriate modifications
	2.2	Modification of stock lines is considered to take into account production, facility, ergonomic requirements, work health and safety (WHS) and environmental factors
3	Develop modifications to stock lines	3.1 Modifications are developed to meet customer specifications/standards, use and all legislative or regulatory requirements
	3.2	Verification of the development is undertaken in accordance with workplace procedures
4	Coordinate implementation and testing of modifications	4.1 Implementation of modifications is arranged and coordinated
	4.2	Outcome is tested and assessed to establish conformance to requirements
	4.3	Variations to the design are carried out where necessary
	4.4	Documentation is prepared to meet all requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work involves customisation of existing stock lines to satisfy particular site and/or customer requirements
- work is performed with little external assistance and with

	minimal supervision or direction. The development of modifications may require the assistance and cooperation of others
Personal protective equipment includes:	<ul style="list-style-type: none">• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving skills• customers may be internal or external• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• product drawings, prototype, design brief, patterns and specifications• machine manufacturer specifications and operational procedures• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4002B Customise stock lines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4002 Customise stock lines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify the impact of decisions in terms of commercial, environmental and safety risks for at least one (1) stock line
- Evaluate existing stock line designs and propose modifications
- Evaluate design and design modification performance and coordinate modification and testing
- Suggest improvements to stock line designs and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids, and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Company business policies and plans, including procedures for product modification and product development
- Ergonomic principles for furniture design and manufacture
- Enterprise design practices and processes
- The range of company products, market, work systems and equipment
- Relevant regulatory requirements, recognised standards and codes, and industry practices

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to stock lines, including design, production specifications and procedures, customer requirements and access to realistic customisation options.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4003 Organise production processes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers organising the production of mass-produced and customised fittings, equipment and assemblies in the furnishing industry using all available information and resources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Collect information and analyse job requirements	1.1	Job specifications are read and key requirements are confirmed
		1.2	Steps and stages in the process are identified and clarification of specifications is sought where required
		1.3	Equipment capabilities are assessed in terms of meeting job specifications
		1.4	Enterprise production plans, including run time and quantities, are compared with plant capabilities
2	Complete preparatory activities	2.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work

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| | 2.2 | Reports are made to appropriate personnel |
| | 2.3 | Proposals for modifications/adaptation of equipment are made |
| | 2.4 | Requirements for tooling/dies are listed |
| | 2.5 | Raw material requirements are listed and communicated to appropriate personnel |
| 3 | Develop and implement operational plans | |
| | 3.1 | Operational work plans, including timeframes and milestones, are developed |
| | 3.2 | Production operations are organised ensuring optimum use of resources |
| | 3.3 | Operational plans are recorded and amended in accordance with enterprise procedures and industry practice |
| 4 | Conduct trials to monitor equipment operation and product quality | |
| | 4.1 | Equipment is set up to make appropriate use of guards, warning devices and safety features, and standard operating procedures are modified to suit the production |
| | 4.2 | Equipment operations are monitored to ensure variations or inconsistencies in output are identified, reported and rectified |
| | 4.3 | Required adjustments to equipment controls and settings are made to ensure consistency and continuity in production |
| | 4.4 | Equipment maintenance, set-up and close-down procedures are planned and documented |
| | 4.5 | Product quality is inspected and compared to requirements |
| | 4.6 | Process is modified, where required, to improve product quality |
| 5 | Monitor product finish | |
| | 5.1 | Product finish is checked for conformity to design specification |
| | 5.2 | Any non-conformity in product finish is noted and possible causes investigated and documented |
| 6 | Evaluate production process | |
| | 6.1 | Productivity information and reports are prepared and processed |
| | 6.2 | All procedures for the process are checked for conformity |

with trial outcomes

- 6.3 Work procedures are authorised by appropriate personnel for implementation
- 6.4 Recommendations for variations to design specifications are made to appropriate personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes and safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving
- work is performed with little assistance from others and with minimal supervision or direction
- organising production is undertaken in accordance with established enterprise procedures and practices
- customers or suppliers may be internal or external

Operational planning information sources include:

- enterprise production plan/schedule
- product drawings and specifications
- equipment instructions and capacities
- relevant standards
- inspection requirements and design rules
- customer orders

- archives
 - records
 - cutting lists
- Machines/equipment used in the production process include:**
- microprocessor or computer-controlled machines
 - both production and facility equipment used in the enterprise
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- enterprise production plan/schedule
 - work procedures/instructions
 - manufacturer technical specifications and instructions
 - legislation, regulations and codes of practice relevant to the production environment and processes
 - quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4003B Organise production processes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4003 Organise production processes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Analyse job requirements and materials and equipment capabilities for a specified and significant production operation and organise the implementation of operational plans, including:
 - conduct of trials
 - coordination of the production process
 - evaluation of the production process
 - reporting on the success of the process
- Lead others and work effectively to organise for production
- Encourage participation of employees in the planning of work activities and changes
- Suggest improvements to production operations and, where appropriate, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Organisational and work flow theory
- Work leadership theory

- Company business policies and plans, including procedures for setting up for production
- Company products, market, work systems and equipment
- Machine processes relevant to the production
- Quality procedures, inspection and testing requirements
- Legislative requirements of the work activities

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to production equipment, raw materials, personnel, and production plans and schedules.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4004 Establish and monitor production inventory requirements

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers determining, specifying and documenting the production materials and consumables required for the production of mass-produced and customised fittings, equipment and assemblies. It does not cover the management of the inventory.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify materials requirements	1.1	Drawings and specifications for materials are read and interpreted
		1.2	Sources of product supply are identified
		1.3	Normal quantity supply and matching storage facilities and equipment are identified
		1.4	Material safety data sheets (MSDS) or other supplier safety information are read and any relevant engineering controls or personal protection equipment are identified, and any additional resources required for safe workplace handling and storage of the materials are documented and reported

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| | | 1.5 | Procedures to deal with fire or explosion risk, spills or injury are identified and recorded |
| 2 | Monitor consumables and production materials | 2.1 | Consumables and production materials are checked for conformity to design specification and capacity to meet the requirements of the end product |
| | | 2.2 | Any non-conformity in materials is noted and possible causes investigated and documented, including any variations, which may need to be made to the production process or materials used |
| | | 2.3 | Materials and consumables are compared with competitive products, market information and recommendations are made on preferred options |
| | | 2.4 | Preparation procedures for consumables and production materials are identified and checked for required additives, consumables and other materials or equipment requirement |
| | | 2.5 | Materials ordering, storage, safe movement and waste disposal needs are identified |
| 3 | Document materials estimates | 3.1 | All procedures for the estimates process are checked for conformity with workplace procedures |
| | | 3.2 | Cost reports, including time and maintenance, are prepared |
| | | 3.3 | Estimates are authorised by appropriate personnel for implementation |
| | | 3.4 | Recommendations for variations to materials specifications are made to appropriate personnel |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving
 - decisions are made within the context of application of process, materials knowledge and estimates and extensive knowledge of the required production output and product quality standards
 - function is undertaken in accordance with established enterprise procedures, and practices may include requirements recommended by manufacturers
 - work is performed with minimal supervision or direction and may involve individual and team related
 - customers or suppliers may be internal or external
- Machines and equipment include:**
- microprocessor or computer-controlled machines
 - both production and facility equipment used in the enterprise
- Materials include:**
- timber
 - metal alloys
 - cloth and glass
 - flooring materials
 - the full range of consumables required to directly support the production process
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work procedures/instructions
 - manufacturer specifications and instructions
 - production process supply support information and specifications
 - commercial supply system indices, catalogues and bulletins
 - supplier evaluation histories
 - budgetary/fiscal constraints
 - legislation/regulation/national and industry codes and

- practices relevant to the product
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4004B Establish and monitor production inventory requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4004 Establish and monitor production inventory requirements

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify process requirements in terms of materials and specialist equipment
- Determine appropriate materials and consumables to match production and product quality standards and identify commercially viable sources of their supply
- Calculate materials and other resource requirements and costs, and cost and document requirements
- Identify the impact of decisions in terms of commercial, environmental and safety risks
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

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

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to production plans, materials and consumables specifications, commercial supply system indices, directories and catalogues, financial resources and delegations, and appropriate software.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4005 Install and commission computer numerically controlled (CNC) software

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing and commissioning CNC process and machine control programs in the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for software installation	1.1	Program format and operational intent is accurately determined and required applications identified
		1.2	Specifications are checked for required operating conditions
		1.3	Program instructions are checked for compliance with specifications
		1.4	Software timers are set to specification where required
2	Install automatic process machine control program	2.1	Appropriate program loading technique is selected
		2.2	External loading devices are correctly connected to automatic process machine control systems

- | | | |
|---|--|---|
| | 2.3 | Machine control system is placed in correct operational mode to accept program loading |
| | 2.4 | Program is downloaded in accordance with manufacturer recommended procedures and enterprise requirements |
| | 2.5 | Checks are made during and after downloading to ensure accurate and complete data transfer |
| | 2.6 | External program loading devices and connections are disconnected from process and machine control system |
| 3 | Commission automatic process and machine control program | |
| | 3.1 | Operation of the equipment using the program is observed |
| | 3.2 | Outputs are checked and measured for compliance with specifications |
| | 3.3 | External inputs are checked for compliance with specifications according to specified procedures |
| | 3.4 | Total operation is checked for compliance with specifications where applicable |
| | 3.5 | Location of program master copy storage is confirmed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative

	obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate analytical and organisational ability, judgement and problem solving• work involves individual and team-related activities in workplaces where the CNC equipment is either new or being substantially upgraded• work is performed without other qualified assistance• customers are normally internal
Machines requiring CNC software installation and commission include:	<ul style="list-style-type: none">• individual production/manufacturing or treatment machines• processing and machining centres
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• manufacturer specifications and instructions• procedures for installing and commissioning CNC programs• organisation work specifications and requirements• legislation/regulation/national and industry codes and practices relevant to the installation and commissioning• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4005B Install and commission CNC software.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4005 Install and commission computer numerically controlled (CNC) software

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Install and commission CNC software on at least two (2) different machines and:
 - identify requirements of tasks and organise work to achieve goals and results
 - select and install software programs for the CNC equipment
 - select and apply appropriate loading techniques
 - check and adjust machine operations and programming
 - suggest improvements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Computer science theory relevant to CNC machine operation
- CNC control system characteristics, applications and limitations
- Procedures and techniques for programming CNC equipment
- Operation requirements of equipment and work systems to be programmed

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to CNC equipment, software and production materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4006 Construct prototypes and samples

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers the construction of prototypes and samples in accordance with established plans, drawings or specifications using hand and power tools, basic static and specialised machines, and applying joinery, construction and finishing techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Establish the work requirements	<p>1.1 Purpose of the prototype or sample is identified from plans and drawings</p> <p>1.2 Materials specifications for the item are identified from workplace documentation</p> <p>1.3 Ergonomic requirements are identified, clarified and satisfied throughout the work process</p> <p>1.4 Construction requirements and methods are identified appropriate for the materials used</p>
2 Plan prototype or sample construction	<p>2.1 Work plan for the item construction is drafted</p>

- | | | |
|---|-----------------------------------|--|
| | 2.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 2.3 | Compatibility of materials in specifications is checked and any discrepancies reported |
| | 2.4 | Steps or stages in construction are identified, noting checkpoints for measurements and tests |
| | 2.5 | Suitable work area is located and cleared ready for work |
| 3 | Obtain materials and equipment | |
| | 3.1 | Materials are selected according to specifications and assembled ready for use |
| | 3.2 | Compatibility of materials with specifications is checked and any discrepancies reported |
| | 3.3 | Equipment and accessories suitable for working the specified material are assembled |
| | 3.4 | Appropriate jigs and other construction aids are identified and, where required, adjusted to suit the work |
| 4 | Construct the prototype or sample | |
| | 4.1 | Work plan is followed to construct the item |
| | 4.2 | Checks are conducted at the identified points |
| | 4.3 | Modifications to designs and plans are identified and recommended within workplace procedures |
| | 4.4 | Modifications to the plan are documented and followed |
| | 4.5 | Prototype or sample is checked for fitness for purpose |
| 5 | Finalise the work sequence | |
| | 5.1 | The product is prepared for finishing in accordance with the design specification |
| | 5.2 | Tools and equipment are cleaned, maintained and stored in accordance with manufacturer specification |
| | 5.3 | Work area is cleared and waste removed |
| | 5.4 | Workplace documentation and/or reports are completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate analytical and organisational ability, discretion, judgement and problem solving
 - prototypes and samples may be produced by hand, by using appropriate machines, tools and equipment, or by computer-assisted production and will reflect the finished products produced by the enterprise
 - work is performed with little external assistance and with minimal supervision or direction
 - customers may be internal or external
- Machines and equipment include:**
- microprocessor or computer-controlled machines
 - production and facility equipment used in the enterprise
- Materials include:**
- timber
 - metal alloys
 - glass
 - fabrics and textiles
 - plastics
 - leather
 - adhesives
 - fillers and finishes, as appropriate
- Personal protective**
- that prescribed under legislation, regulations and enterprise

equipment includes: policies and practices

**Information and
procedures include:**

- work procedures/instructions
- designer/drawer specifications and instructions
- organisation work specifications and requirements
- legislation/regulations/national or industry codes and practices relevant to the prototype/sample construction
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4006B Construct prototypes and samples.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4006 Construct prototypes and samples

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Construct a minimum of two (2) different prototypes/samples, and:
 - identify compatibility/incompatibility of materials, adhesives, fittings and fasteners for the application
 - select and apply appropriate joinery, construction and finishing techniques
 - select and use appropriate materials, equipment and processes for the item being constructed
 - demonstrate how the design of the prototype components will influence the working lifetime of the item
 - ensure that the prototype satisfies the original or varied specification
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Characteristics of the materials used in relation to the use of the end item
- Design features and requirements for the prototype or sample
- Operation of tools and equipment used and the application of the finished product

- Identification of equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, work order, specifications, plans, tools, equipment and consumables.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4007 Sample, inspect and test products to specifications

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers taking product samples, identifying and applying authorised testing procedures, interpreting test results and reporting findings within a furnishing enterprise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|---|-----|---|
| 1 | Identify specifications and test procedures | 1.1 | Product quality specifications are read, drawings interpreted and test parameters are identified |
| | | 1.2 | Test methods for each required test parameter are identified and the most efficient test method is noted |
| | | 1.3 | Any requirement for testing by personnel external to the work area is identified and appropriate permission is obtained |
| | | 1.4 | Design features that impact on testing and inspection are identified |
| 2 | Select evidence | 2.1 | Appropriate conforming and/or non-conforming products, |

		materials and/or waste are selected for testing in accordance with enterprise requirements
	2.2	Observations of operators and copies of procedures are collected
3	Conduct and interpret tests	3.1 Tests are conducted following workplace procedures and results are documented 3.2 Comparisons of all data collected are made 3.3 Any recommendations are noted and considered for feasibility
4	Report findings	4.1 Findings of tests are documented 4.2 Any potential or existing problems and appropriate recommendations are identified and reported in accordance with enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate organisational and analytical ability, discretion, judgement and problem

	solving <ul style="list-style-type: none"> • work is performed with little external assistance and with minimal supervision or direction • customers or suppliers of material to be sampled may be internal or external
Sampling, inspection and testing include:	<ul style="list-style-type: none"> • undertaking processes in accordance with industry standards and practices that reflect the type of product, the materials and processes used in its manufacture and its end use, and includes: <ul style="list-style-type: none"> • samples of raw materials • components • assemblies • end products
Materials to be sampled include:	<ul style="list-style-type: none"> • timber • metal alloys • glass, fabrics and textiles • plastics • leather • adhesives • fillers • finishes, as appropriate
Personal protective equipment includes:	<ul style="list-style-type: none"> • that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none"> • work procedures/instructions • designer/drawer specifications and instructions • quality systems documentation or equivalent containing sampling, inspecting and testing frequency and criteria • organisation work specifications and requirements • legislation/regulation/national and industry codes and practices relevant to the products • quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4007B Sample, inspect and test products to specifications.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4007 Sample, inspect and test products to specifications

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Arrange and conduct a minimum of four (4) different processes covering sampling, inspection and testing
- Analyse test results and interpret outcomes against requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- General quality systems theory
- Sampling techniques for commonly encountered materials
- Inspection techniques and faults common within the sector products
- Testing techniques (destructive and non-destructive) relevant to the sector and related equipment/aids
- Work flow in relation to required times and stages where quality checking is required

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to production or product finishing facility, testing equipment and procedures.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4008 Interpret and use workplace information

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers locating, using, interpreting and manipulating workplace information and statistics in support of development or production activities within the furnishing industry. Statistic access and manipulation can be computer-assisted, either integrated into the enterprise processes, or stand-alone.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.						
1 Identify situations where statistics are used in the workplace	<table><tr><td>1.1</td><td>Types of statistical representations of data used in the workplace are identified</td></tr><tr><td>1.2</td><td>Users of statistical data in the workplace are identified</td></tr><tr><td>1.3</td><td>Statistical data representations are matched for applications to monitor work flow, inventory and stock levels, customer surveys, and supplier and market analysis</td></tr></table>	1.1	Types of statistical representations of data used in the workplace are identified	1.2	Users of statistical data in the workplace are identified	1.3	Statistical data representations are matched for applications to monitor work flow, inventory and stock levels, customer surveys, and supplier and market analysis
1.1	Types of statistical representations of data used in the workplace are identified						
1.2	Users of statistical data in the workplace are identified						
1.3	Statistical data representations are matched for applications to monitor work flow, inventory and stock levels, customer surveys, and supplier and market analysis						
2 Collect data	<table><tr><td>2.1</td><td>Purpose of data collection is identified</td></tr><tr><td>2.2</td><td>Sources of information are identified</td></tr><tr><td>2.3</td><td>Data collection methods are used</td></tr></table>	2.1	Purpose of data collection is identified	2.2	Sources of information are identified	2.3	Data collection methods are used
2.1	Purpose of data collection is identified						
2.2	Sources of information are identified						
2.3	Data collection methods are used						

- | | | |
|---|---|---|
| | 2.4 | Mathematical processes are used to arrange data |
| | 2.5 | Data collected is checked for accuracy |
| | 2.6 | Potential for inaccurate results arising from variables is estimated and described |
| 3 | Make calculations to present data for analysis | 3.1 Data collected is represented on graphs as required
3.2 Calculating equipment and spreadsheets are used to analysis data |
| 4 | Interpret trends and patterns from numerical data | 4.1 Non-conforming results outside of the predicted outcome are noted and reasons identified
4.2 Trends or patterns in data are noted
4.3 Possible reasons for trends or patterns are generated
4.4 Potential solutions are identified |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate analytical ability,

	discretion, judgement and problem solving
	<ul style="list-style-type: none">• use of statistics within an enterprise is undertaken in accordance with established enterprise procedures and practices• work is performed with little external assistance and minimal supervision or direction. The development of modifications may require the assistance and cooperation of others• customers may be internal or external
Tools and equipment include:	<ul style="list-style-type: none">• appropriate computing systems for storage, manipulation, management and presentation of statistical information• handheld calculators• graphs• charts• mathematical tables
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• organisation work specifications and requirements• benchmarking information and standards• legislation/regulations/national and industry codes and practices relevant to the product• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4008B Interpret and use workplace information.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4008 Interpret and use workplace information

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use general and statistical data representations to explain work processes and/or outcomes
- Identify and read graphs, charts, tables and statistical results and interpret general and statistical data accurately
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Contemporary business information and statistical reporting, forecasting and presentation techniques
- Mathematical calculations, including:
 - addition
 - subtraction
 - multiplication
 - division
 - percentages

- Company business policies and plans, including procedures for reports
- Company quality systems and business equipment

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a range of business information and statistical data, graphical, tabular and spreadsheet presentation capabilities.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4009 Match furnishing style and materials to customer requirements

Modification History

Release 2 - Mapping corrected

Release 1 - New unit of competency

Application

This unit of competency covers assessing customer requirements, analysing all available and practical options to match furnishing styles and materials to those requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------------------|-----|--|
| 1 | Determine customer requirements | 1.1 | Customer is consulted to determine requirements |
| | | 1.2 | Examples of furnishing styles and materials are shown to the customer |
| | | 1.3 | Limitations and benefits of styles and materials are explained |
| | | 1.4 | Options for the use and modification of styles or materials are defined and proposed to the customer |
| | | 1.5 | Product requirements are explored, taking into consideration design parameters, material, process, |

		quantity, cost and outcome requirements
	1.6	Cost and feasibility of customer requirements/options are evaluated
2	Match options to customer requirements	2.1 Customer specifications/standards and user requirements are compared to furnishing styles and materials options
	2.2	Range of best-fit styles and materials are presented to the customer for evaluation
	2.3	Customer queries are answered and examples used to illustrate answers
3	Document requirements	3.1 Requirements are confirmed and/or approved in the appropriate format
	3.2	Specification details are established and confirmed, including quality standards, in accordance with enterprise procedures
	3.3	Required completion date and any delivery requirements are documented
	3.4	Special instructions to production team are added where required
	3.5	Appropriate cost details are incorporated when necessary

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving
 - work is performed with little external assistance and with minimal supervision or direction
 - customers may be internal or external
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- customer requirements
 - product and style catalogues
 - work procedures/instructions
 - manufacturer/designer specifications and instructions
 - organisation work specifications and requirements
 - legislation/regulations/national and industry codes and practices relevant to the product
 - quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4009B Match furnishing style/materials to customer requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4009 Match furnishing style and materials to customer requirements

Modification History

Release 2 - Mapping corrected

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Match furnishing style/materials to meet customer requirements on two (2) occasions involving different products, and:
 - evaluate design and design requirements
 - evaluate furnishing styles and materials and compare them to customer requirements
 - identify the impact of commercial, environmental and safety risks
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage

Knowledge Evidence

- Range of company products, market, work systems and equipment
- Relevant furnishing styles and materials
- Company business policies and plans, including procedures for product modification and product development
- Legislative requirements of the work activities

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to product lists, furnishing style catalogues or references and customer requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4010 Identify and calculate production costs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers estimating materials, labour and time requirements, and establishing costs for the provision of products, including all overheads in a significant mass production environment. It may involve referral of matters to other enterprise personnel.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|--------------------|-----|---|
| 1 | Gather information | 1.1 | Details of the particular product and competition products are obtained |
| | | 1.2 | Details of the proposed production operation are obtained and analysed |
| | | 1.3 | Labour unit cost projections are obtained and agreed |
| | | 1.4 | Logistic support contracts, supply agreements or equivalent are obtained and analysed |
| | | 1.5 | Details of proposed warehousing and physical distribution systems and related cost factors are obtained |
| | | 1.6 | Information is converted to usable form and stored ready |

			for retrieval and application
2	Estimate materials and labour	2.1	Types and quantities of materials required for production are estimated and recorded
		2.2	Time requirements for production activities and other lead times are estimated
		2.3	Labour requirements for direct production and handling operations are estimated and recorded
3	Determine and calculate overheads	3.1	Components contributing to overhead costs are identified
		3.2	Overhead costs to be attributed to work in accordance with commercial and enterprise procedures are identified
4	Calculate production costs	4.1	Total materials costs and labour costs are calculated in accordance with enterprise procedures
		4.2	Total production cost is calculated, including overheads and mark-up percentages
		4.3	Final cost to customer is calculated in conjunction with marketing/sales personnel
5	Document details and verify, where necessary	5.1	Details of costs and charges are documented in accordance with enterprise practice
		5.2	Costs, calculations or other details are verified by other enterprise personnel, as required
		5.3	Details are documented for future reference in accordance with enterprise practices

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate organisational and administrative ability, discretion, judgement and problem solving• work is undertaken in accordance with established procedures involving a range of products, equipment and installation sites• interaction with customers and other personnel from the operator's workplace |
| Tools, equipment and resources include: | <ul style="list-style-type: none">• measuring equipment• product sales literature• product samples |
| Overhead costs include: | <ul style="list-style-type: none">• rental/lease costs• utilities• non-production resources• depreciation of plant and equipment• warehousing margins• physical distribution unit costs• insurance• other costs incurred by doing business |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• enterprise production plan and schedule• enterprise financial management policy and procedures• enterprise policy and procedures for cost and apportioning overheads• labour employment costs (awards, enterprise bargaining agreements and contracts)• material/supply costs (contracts, standing agreements, |

- market rates and warehousing margins)
- physical distribution contracts or arrangements
- Australian, international and enterprise quality standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4010B Identify and calculate production costs.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4010 Identify and calculate production costs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- For a significant mass production operation, determine the production and product costs using the following or equivalent steps:
 - obtain all information relevant to the determination of costs
 - interpret plans, specifications and instructions for production and materials to be used
 - estimate quantities of materials required
 - determine the types and amount of labour required to complete the work
 - estimate time required to complete the work
 - determine/calculate overheads
 - document the process and outcomes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Production systems documentation processes
- Enterprise costing procedures

- Mathematical formulae and processes relevant to costing
- Components of labour costs
- Enterprise/commercial approach to overhead costs
- Enterprise/commercial approaches to warehousing and physical distribution costs
- Enterprise information management processes, including storage requirements

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to all necessary facilities and associated equipment, including calculators, computers and relevant software.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4011 Purchase materials and consumables

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers purchasing materials and consumables required for production within a furnishing enterprise, through existing contracts and other formal purchasing arrangements or through local purchase delegation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify purchasing requirements	1.1	Purchasing requirements are identified from material specifications, orders and instructions in accordance with workplace procedures
		1.2	Purchasing requirements are prioritised, where required, in consultation with others
		1.3	Quantities, quality of goods, price limitations and delivery requirements are determined or confirmed in consultation with appropriate personnel
2	Source materials and consumables	2.1	Sources of materials and/or consumables are identified from workplace preferred supplier lists or through networks and knowledge of local and/or overseas suppliers

- | | | | |
|---|---|-----|--|
| | | 2.2 | Difficulties in supply are reported in accordance with workplace procedures |
| | | 2.3 | Availability of supply is confirmed |
| 3 | Compare costs | 3.1 | Alternative suppliers are contacted to check costing |
| | | 3.2 | Actual costs are compared to predicted costs |
| | | 3.3 | Any recommendations regarding alternative suppliers are communicated to appropriate personnel following workplace procedures |
| | | 3.4 | Delegation to order goods/materials/equipment is exercised |
| 4 | Purchase materials and consumables | 4.1 | Capacity of supplier to meet price, quality and delivery expectations is checked |
| | | 4.2 | Purchase order/list is developed in accordance with workplace procedures |
| | | 4.3 | Order is placed with supplier and delivery schedules are confirmed |
| | | 4.4 | Appropriate orders and invoices are exchanged according to workplace procedures |
| 5 | Maintain and monitor material and consumable supplies | 5.1 | Stock is regularly monitored using inventory records and physical checks, where applicable, to ensure maintenance of supply |
| | | 5.2 | Up-to-date records of materials and consumables are maintained |
| | | 5.3 | Acquisition requirements are documented in accordance with workplace procedures |
| 6 | Liaise with other departments | 6.1 | Communication channels with other departments are established in accordance with workplace procedures |
| | | 6.2 | Liaison with other departments is conducted to ensure customer requirements are achieved |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate administrative ability, discretion, judgement and problem solving
- work is performed with little external assistance and with minimal supervision or direction
- customers may be internal or external

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- existing contracts or formal purchasing arrangements
- supply system directories, indexes and catalogues
- machinery/equipment/system technical manuals
- legislation/regulations/national and industry codes and practices related to the materials and consumables
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4011B Purchase materials and consumables.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4011 Purchase materials and consumables

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Purchase materials on a minimum of four(4) occasions, including two (2) different materials and at least one (1) perishable consumable
- Suggest improvements to purchasing operations and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids, and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Contemporary supply/purchasing systems theory
- Company operating procedures, including procedures for purchasing materials and consumables
- Material and consumable usage rates
- Operation requirements of equipment and work systems in own work area

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to production operation with consumable and material requirements, preferred supplier lists and workplace procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT4012 Prepare a tender submission

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and submitting a tender for supply of products and services in the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| 1 Identify opportunity to provide goods and/or services | 1.1 Opportunities that are within the operational scope of the business unit or organisation are identified |
| | 1.2 Organisational resources which are available, or expertise which may be accessed, is identified and matched to opportunities |
| | 1.3 The feasibility of undertaking the proposed project/work is assessed and approval is sought according to organisational policies and procedures |
| 2 Analyse tender requirements | 2.1 Tender specifications and scope of tender requirement are identified and clarified with the originator if required |
| | 2.2 Proposed methodology for satisfying the request is |

- developed
- 2.3 Required resources are identified and their availability confirmed with the provider in accordance with organisational procedures
 - 2.4 Methodology is adjusted to accommodate the availability of resources and expertise available
- 3 Prepare a tender estimate
- 3.1 Estimate is prepared taking all requirements into account and providing for contingencies as required by organisational policies, procedures and requirements
 - 3.2 Costing of estimate conforms to organisational policies and procedures
 - 3.3 The estimate satisfies the total requirement and where this cannot be provided, an explanation/compromise/option is identified
 - 3.4 Estimate is checked for accuracy and detail in accordance with organisational procedures
- 4 Submit a tender
- 4.1 Tender is prepared in accordance with organisational policies and procedures
 - 4.2 Tender addresses required details and meets originator's requirements
 - 4.3 Tender is submitted within the required timeframe in the form required by the request
 - 4.4 Organisational requirements for record keeping and documentation of tenders are completed
- 5 Review tender process
- 5.1 Changes and variations to the tender are negotiated to meet the needs of the client and the organisation in accordance with contractual arrangements, organisational policies, procedures and delegated authority
 - 5.2 The tender content and process is reviewed and evaluated using the outcome and the feedback provided by client and stakeholders
 - 5.3 Procedures are adjusted if required to improve subsequent bids

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate analytical ability, discretion, judgement and problem solving
- work requires the analysis of, at times, complex requirements, the preparation and presentation of the tender and the follow-up action for both successful and unsuccessful tenders
- work is performed with little external assistance and with minimal supervision or direction

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- work procedures/instructions
- tender brief/specifications issued by the requesting agency
- organisation work specifications and requirements
- legislation/regulations/national and industry codes and practices relevant to the product
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT4012B Prepare a tender submission.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT4012 Prepare a tender submission

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- On a minimum of two (2) occasions and for different/significant goods or services, prepare and submit formal tenders that are framed to serve marketing purposes and which address or are supported by:
 - the full requirements of the tender brief
 - total resource requirements
 - total costing covering all components and scenarios
 - appropriate legislative requirements
 - options for the client
- Negotiate changes/variations to tender and conduct review of outcome
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Enterprise operating procedures and requirements
- Organisation resources, capacities and capabilities

- Tender management, preparation, submission and review processes
- Tender evaluation processes
- Financial and legal requirements for tendering
- Relevant legislation relating to tendering and contracting for goods and/or services of the organisation

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to requests for tender, previous tenders and outcomes, information relating to relevant resources, appropriate staff/advisers and supporting technology.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5001 Evaluate and select production materials and equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and evaluating the full range of materials and equipment used in furnishing, and selecting that most appropriate for each particular specified application, taking into account the availability of, and access to, production equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Determine production requirements	1.1	Requirements for production activities are identified, including the types of products produced and related materials and equipment, quantities of products in order, in store, in production, storage and handling requirements and stock management methods
		1.2	A rating system is developed to facilitate comparisons of cost/benefits and other qualitative properties of equipment and systems
2	Gather data and specifications	2.1	Current best practice and future trends for manufacturing the products are assessed to establish comparisons and benchmarks

- | | | |
|---|---|---|
| | 2.2 | Steps required for production processes are identified and flow charts produced, where necessary |
| | 2.3 | Specifications are identified to match the production process |
| | 2.4 | Consultations are conducted with relevant employees and management to identify additional or altered specifications |
| | 2.5 | Materials, tooling, and/or equipment requirements for the production are identified and documented |
| | 2.6 | Existing equipment and stock on hand is evaluated to match requirements of the proposed operations |
| | 2.7 | Work health and safety (WHS) requirements to provide safe work systems for the equipment and materials are identified, including associated training requirements, work practices and equipment |
| | 2.8 | Appropriate data is compiled |
| 3 | Evaluate equipment and materials against requirements | 3.1 Materials are assessed for required quality, finish, durability and conformity to standards

3.2 Equipment options are identified

3.3 Equipment and materials are selected based on comparisons of performance, cost and specifications compared to the prepared rating system |
| 4 | Prepare reports and recommendations | 4.1 Recommendations are developed to meet requirements of the workplace

4.2 Report with recommendations is prepared and forwarded according to workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external |
| Machines and equipment include: | <ul style="list-style-type: none">• microprocessor or computer-controlled machines• production and facility equipment used in the enterprise |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• trade journals and publications• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFT5001B Evaluate and select production materials and equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5001 Evaluate and select production materials and equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Evaluate materials, equipment and work processes considering:
 - product innovations and potential
 - nature of products produced and the associated markets for the products
 - workforce availability and capabilities
 - equipment capabilities and availabilities
 - cost-benefit analysis (or equivalent)
- Identify the impact of decisions in terms of commercial, environmental and safety risks
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Industry sector developments and trends in terms of materials and equipment
- Company business policies and plans, including future production systems and products

- Company products, market, work systems and equipment
- Legislative requirements of the work activities

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to production plans, process machinery, equipment, materials and a work location.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5002 Establish and develop production processes and area layout

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers establishing the production processes, including jointing, fabrication, assembly and finishing, and area layouts to optimise production potential.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify production area objectives	1.1	Production objectives are clearly and unambiguously identified and clarified in conjunction with design, engineering, production and other relevant staff in accordance with company requirements
		1.2	Production area processes and specifications are identified
2	Determine production staffing and resource requirements	2.1	Production staffing requirements are determined based on task requirements and necessary competencies
		2.2	Suitable staff and/or contractors are selected based on competence and availability in accordance with company requirements

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| | | 2.3 | Required materials, tools, equipment, assembly or fabrication jigs and other physical resources needed for the production are identified and a specification drawn up detailing the required quality and quantities |
| | | 2.4 | Costing of staffing and resource requirements are developed in accordance with company procedures |
| 3 | Establish the area layout and process | 3.1 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 3.2 | Layout of equipment, materials and other factors take account of area layout work plans, recognising the resourcing available and factors of cost effectiveness and efficiency |
| | | 3.3 | Production area tasks and component activities are clearly identified and specified and staff assigned to them based on their competence, experience and availability |
| | | 3.4 | The production team is briefed and trained on their respective roles and responsibilities in accordance with company procedures |
| 4 | Review production progress and outcomes | 4.1 | Production progress is closely monitored against required quality of products and adherence to both budget and time schedule and reported to appropriate personnel in accordance with company requirements |
| | | 4.2 | Opportunities for preventative or corrective changes are identified using outcomes of monitoring activity or feedback from production staff |
| | | 4.3 | Preventative or corrective action is recommended and implemented where appropriate |
| | | 4.4 | Changes are communicated to relevant personnel in a logical and easily understood manner |
| | | 4.5 | Changes are monitored to confirm improvement to production efficiency |
| | | 4.6 | Adequate records are maintained of all key information pertaining to the production process in accordance with company requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving with minimal supervision or direction• work requires work flow analysis, planning and modification in a new or existing plant layout situation• customers or suppliers may be internal or external |
| Machines and equipment include: | <ul style="list-style-type: none">• microprocessor or computer-controlled machines• production and facility equipment used in the enterprise |
| Tools and equipment include: | <ul style="list-style-type: none">• hand tools• power tools |
| Materials include: | <ul style="list-style-type: none">• timber• metal alloys• fabric• glass• plastics• a full range of consumables required for production |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |

Information and procedures include:

- work procedures/instructions
- manufacturer specifications and instructions
- standard forms of workplace process and procedures
- organisation work specifications and requirements
- legislation, regulations and codes of practice
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT5002B Establish and develop production processes and area layout.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5002 Establish and develop production processes and area layout

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- For a significant production process, either establish the process and area layout, or review and make recommendations on an existing process. In either case:
 - identify/confirm production area objectives
 - determine production staffing and resource requirements
 - establish the area layout and process
 - monitor and review achievements
 - document the outcomes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Process engineering techniques and systems
- Production and manufacturing processes applicable to the product

- Materials handling techniques and options
- Equipment and machines to be used to achieve business outcome
- Business processes used in workplace
- Resource availability, including competencies of individuals in the team/group

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to relevant documentation, legislation and statutory requirements, industry codes of practice, WHS legislation, regulations and codes of practice, and access to a work team.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5003 Manage installation and commissioning of equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning and managing installation and commissioning of equipment in a manner which minimises disruption and facilitates continuing optimum production outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Prepare work | 1.1 | Items to be included in work plan and specification document are identified and confirmed |
| | | 1.2 | Legal, environmental and work health and safety (WHS) requirements related to installation and commissioning of equipment/systems are identified |
| | | 1.3 | Work plan for installation and commissioning of equipment/systems is drawn up, including management and reporting procedures |
| | | 1.4 | Specification document is prepared according to workplace and/or manufacturer procedures |

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|---|---|--|
| 2 | Coordinate and monitor installation arrangements | 2.1 Arrangements for the installation and commissioning of equipment, including necessary legal, insurance and safety requirements, are coordinated in accordance with workplace and/or legislative procedures |
| | | 2.2 Contract arrangements for the installation and commissioning of equipment/systems are coordinated in accordance with workplace procedures |
| | | 2.3 Installation process, including testing, is monitored to ensure compliance with contractual requirements |
| | | 2.4 Variations are dealt with to ensure installation meets specification requirements |
| 3 | Manage installation schedules and budgets | 3.1 Installation process is monitored to ensure compliance with installation specifications, schedule and budget |
| | | 3.2 Scheduling and budgeting processes are adjusted where variations or alternative plans are indicated |
| | | 3.3 Deviations are documented and reported |
| 4 | Administer legal, environmental and WHS requirements | 4.1 Formal processes of the organisation are used to document the administration of regulatory requirements |
| | | 4.2 Legal, environmental and WHS requirements related to installation and commissioning of equipment/systems are defined |
| | | 4.3 Monitoring of the process is carried out to ensure compliance with legal, environmental and WHS requirements related to installation and commissioning of equipment/systems |
| 5 | Conduct trials to confirm operating status of equipment | 5.1 Machine operations are evaluated in a trial run and results confirmed against requirements |
| | | 5.2 Machines are adjusted to achieve performance outcome specifications |
| | | 5.3 Employee duties are communicated to match equipment operating requirements |
| | | 5.4 Maintenance documentation is completed and processed |

		5.5	Process and machine specification documentation is completed and appropriate records maintained
6	Assess and report on completion of installation	6.1	Completed work is assessed to confirm required specifications have been met
		6.2	Report on work completed is prepared in accordance with enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving with minimal supervision and direction
 - installation and commissioning may follow an established process or it may require a unique process to cover a one-off situation
 - work may involve a multi-disciplinary group, including those with specific regulatory authority for aspects of the work
 - customers or suppliers may be internal or external

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| Machines and equipment include: | <ul style="list-style-type: none">• microprocessor or computer-controlled machines• production and facility equipment used in the enterprise |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFT5003B Manage installation and commissioning of equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5003 Manage installation and commissioning of equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Manage the installation and commissioning of significant equipment within a production or simulated production environment, including the following tasks:
 - identifying the impact of decisions in terms of commercial, environmental and safety risks
 - planning and arranging equipment installation and commissioning
 - leading others and working effectively to arrange for installation and commissioning of equipment
 - allocating tasks to others considering:
 - competency requirements for the work
 - requirements of workplace operating procedures
 - completing post-installation trials and evaluation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Risk management process
- Requirements for installation and commissioning of equipment
- Extent of responsibility for each stage of the process
- Company business policies and plans, including procedures for equipment installation
- Company products, market, work systems and equipment
- Legislative requirements of the work activities

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to equipment for installation, installation and commissioning service providers and location.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5004 Develop and document procedures and specifications

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers analysing requirements and developing and documenting procedures and specifications that provide concise and unambiguous direction and guidance for workplace activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify relevant requirements	1.1	Information required for operating procedures is identified and assembled
		1.2	Specification requirements and format are established and confirmed, where necessary
		1.3	Requirements for information entry, storage, output and quality of document production are identified in accordance with enterprise procedures
		1.4	Document and work sheet design is appropriate for efficient entry of information and maximised appearance and presentation of document
		1.5	Range of functions incorporated the document design

			reflects the nominated requirements
2	Prepare specifications	2.1	Specifications are written in an appropriate format to ensure requirements can be met
		2.2	Special needs are incorporated in the specifications
		2.3	Specifications are written in a manner that is clear and understood in the workplace
3	Prepare standard operating procedures and/or manuals	3.1	Documentation is prepared to formalise processes for achieving the enterprise objectives
		3.2	Responsibility for all updates and changes to the procedures or manuals is assigned or designated
4	Review procedures and specifications against standards	4.1	Compliance with procedures and specification requirements is monitored in relation to the required application
		4.2	Results are assessed, reported and/or acted upon according to enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation

	insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• work may be on a one-to-one basis with a client or client group and involve writing of specifications and procedures for the workplace, including:<ul style="list-style-type: none">• operating procedures• complex cutting lists and specification sheets• customers or suppliers may be internal or external
Machines and equipment include:	<ul style="list-style-type: none">• microprocessor or computer-controlled machines• production and facility equipment used in the enterprise
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT5004B Develop and document procedures and specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5004 Develop and document procedures and specifications

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and itemise steps and stages in processes and procedures and complete a significant operational procedure, incorporating safety obligations, and covering:
 - full analysis of the topic area
 - step-by-step operational procedure
 - specification, which is part of the procedure, or a supporting document
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Technical writing and presentation techniques
- Company operating procedures, including procedures for documenting and changing specifications and procedures
- Operation requirements of equipment and work systems in own work area

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to enterprise or equivalent formats for procedures/specifications and subjects/topics.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5005 Organise enterprise maintenance programs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers establishing, organising and implementing preventative and reactive maintenance programs and capabilities required to optimise operational and production performance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Clarify maintenance requirements	1.1	Equipment specifications, service requirements and workplace procedures are checked for recommended maintenance intervals and processes
		1.2	Special requirements for maintenance are separated from normal lubrication, adjustment and maintenance schedules
		1.3	Comparisons with previous experience, future equipment use, production requirements and standard operating procedures are made
		1.4	An outline plan for maintenance and a related work schedule are identified and developed
2	Establish	2.1	Costing for process is identified based on work schedule,

	maintenance systems	equipment manufacturer recommendations, charges for materials, equipment and consumables, and external/internal labour charges
	2.2	Required production interruptions, processes and procedures are documented and recorded
	2.3	Maintenance providers are identified
	2.4	Maintenance systems options are analysed and recommendations processed to management
	2.5	Approvals for the maintenance systems concepts and resources are obtained
3	Organise maintenance activities	<p>3.1 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work</p> <p>3.2 Production schedules and staff rosters are checked to identify times when the maintenance process may be scheduled, including optimum timing for shutdown</p> <p>3.3 Permission from supervisory personnel is obtained for timing of maintenance to optimise the maintenance process and production</p> <p>3.4 Detailed work plans are developed in accordance with production schedules covering the availability of expertise and scheduling of resource availability</p> <p>3.5 Employees with the required competencies are identified and, where necessary, appropriate training and assessment are facilitated</p> <p>3.6 Approvals for production schedule, employee work pattern and maintenance schedule adjustments are obtained</p> <p>3.7 Work plan is refined to ensure the maintenance program will maintain workplace outputs in terms of workplace policy</p>
4	Resource maintenance requirements	<p>4.1 Required consumables for maintenance and their reliable supply is established</p> <p>4.2 Externally sourced equipment is determined and supply arranged</p>
5	Complete	5.1 Maintenance work schedule is completed following the

maintenance
procedures

work plan

- 5.2 Appropriate readings, measurements and recordings are made and compared to equipment, product and other relevant specifications
- 5.3 Areas requiring further testing are identified and appropriate procedures for testing recommended to supervisory staff
- 5.4 Appropriate adjustments to the work schedule plan are made based on experience and documentation completed
- 5.5 Maintenance records are completed and forwarded to appropriate personnel
- 5.6 Areas where changes to equipment operation or routine maintenance are required to maintain optimum work output and equipment life are noted

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem

	solving and is generally performed with little external assistance and with minimal supervision or direction
	<ul style="list-style-type: none">• work activities of other employees are supervised and assistance to others is provided• customers are normally internal
Machines and equipment include:	<ul style="list-style-type: none">• microprocessor or computer-controlled machines• production and facility equipment used in the enterprise
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT5005B Organise enterprise maintenance programs.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5005 Organise enterprise maintenance programs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Establish the maintenance program for a real or simulated significant production operation, including:
 - coordination of maintenance within the context of production schedules
 - identification of resource requirements for maintenance, including skills of employees involved
 - recording and reporting requirements to provide system visibility and accountability potential
- Complete a benefit analysis of an existing and significant maintenance program and suggest improvements to maintenance operations and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Contemporary equipment maintenance theories covering benefits and costs
- The effects of production schedules, time and resource requirements when scheduling the maintenance process
- Risk analysis processes
- Company operating procedures, including procedures for maintenance
- Operation requirements of equipment and work systems in the work area
- Competency requirements of the work activities
- Relevant WHS requirements

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to production information and schedules, equipment specifications, and workshop manuals for production process equipment requiring maintenance.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5006 Plan production

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning and documenting the overall requirements of production in a furnishing enterprise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish production requirements	1.1	Data from the sales/market forecast is interpreted for inclusion in the production plan
		1.2	Specifications and supporting data are analysed
		1.3	Projected requirements regarding product quantity, quality, raw materials and performance characteristics are established
		1.4	Production capacity of machines and personnel is determined and/or confirmed
		1.5	Resources required, including raw materials supply requirements for the production line, are identified

2	Prepare production plan	2.1	Information and details to include in the production plan are assembled and confirmed, where necessary
		2.2	Inefficiencies and constraints are considered and potential improvements or variations to the plan are identified, where applicable
		2.3	Production plan is prepared in accordance with enterprise procedures
3	Monitor and coordinate variations to plan	3.1	Production plan is monitored to ensure efficient and effective production performance and any variations required are identified
		3.2	Plans are modified, where necessary, to reflect out of stock and overstock situations, machine and human resource requirements or variations
		3.3	Implementation of plan variations is coordinated to ensure compliance with instructions/specifications
4	Maintain records	4.1	Production planning records are maintained and reports prepared, where necessary, in accordance with enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative

	obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
	<ul style="list-style-type: none">• work relates to the interface between sales/marketing, purchasing and production areas and may involve dealing with the unpredictability of variables, such as sales, raw materials, machinery availability, operator availability and quality variations• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving under limited guidance in line with a broad plan, budget or strategy• customers or suppliers may be internal or external
Production operations include:	<ul style="list-style-type: none">• repetitive production runs• short runs• quick changes• indent orders• stock replenishment
Large scale production or small business types include:	<ul style="list-style-type: none">• cabinet making• wood machining• furniture polishing• glass and glazing• soft furnishing• upholstery• bed and mattress making• floor covering and finishing• picture framing• musical instruments
Production planning includes:	<ul style="list-style-type: none">• the establishment of an overall plan for manufacture/product delivery in conjunction with marketing/merchandising area
Workplace organisation systems include:	<ul style="list-style-type: none">• just in time (JIT)• quick response• quality systems• team processes and benchmarking
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• enterprise business plan• production procedures/flows• previous production plans• production and planning policies and other documentation• machine/equipment manufacturer specifications and instructions

- organisation work orders
- job procedures
- work instructions
- legislation/regulations/national and industry codes and practices relevant to the production environment and processes

Unit Mapping Information

Supersedes and is equivalent to LMFFT5006B Plan production.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5006 Plan production

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Establish and confirm the production requirements for a significant production requirement by:
 - preparing the production plan
 - monitoring and coordinating variations to the plan
 - maintaining records
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Production processes, products, machines, planning and forecasting software
- Work and workplace organisation systems
- Suppliers, their capabilities and customer requirements
- Safety and environmental aspects of relevant enterprise activities
- Workplace procedures and reporting/recording processes
- Relevant regulatory requirements and codes of practice

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, information on work specifications, relevant safety procedures and regulations, quality standards, organisation procedures and customer requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5007 Optimise computer numerically controlled (CNC) operations

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers analysing production orders, production histories and machine capabilities and manipulating CNC machine control programs to optimise production performance in the furnishing industry. It requires the integration of process machines that may normally function on a stand-alone basis.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify optimal operating conditions	1.1	The production potential of the components of the system are identified
		1.2	Production orders and plans are analysed to identify sustained production requirements
		1.3	Integration options are identified and analysed to ascertain the optimal integration model
		1.4	Software and programming requirements to attain and sustain optimal integration are identified and recorded
2	Prepare for software	2.1	Program format and operational intent are accurately

installation		determined and required applications identified
3	Install and integrate automatic process machine control programs	2.2 Specifications are checked for required operating conditions
		2.3 Program instructions are checked for compliance with specifications
		2.4 Software timers are set to specification, where required
		3.1 Appropriate program loading technique is selected
		3.2 External loading devices are correctly connected to automatic process machine control systems
		3.3 Machine control system is placed in correct operational mode to accept program loading
		3.4 Program is downloaded in accordance with manufacturers' recommended procedure and enterprise requirements
		3.5 Checks are made during and after downloading to ensure accurate and complete data transfer
		3.6 External program loading devices and connections are disconnected from process and machine control system
		3.7 Integration protocols and actions are completed
4	Commission automatic process and machine control programs	4.1 Operation of the production system using the programs is observed
		4.2 Outputs are checked and measured for compliance with specifications
		4.3 External inputs are checked for compliance with specifications according to specified procedures
		4.4 Total operation is checked for compliance with specifications where applicable
		4.5 Location of program master copy storage is confirmed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving and is generally performed without other qualified assistance• customers are normally internal |
| Production systems include: | <ul style="list-style-type: none">• CNC machining• processing centres |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• work procedures/instructions• manufacturer specifications and instructions• standard forms of workplace process and procedures• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFFT5010B Optimise CNC operations.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5007 Optimise computer numerically controlled (CNC) operations

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Optimise production and suggest improvements to CNC operations and, where authorised, negotiate changes on a minimum of two (2) occasions with at least one (1) involving a CNC machining and processing centre
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Company operating procedures, including procedures for programming CNC equipment
- Operation requirements of equipment and work systems to be programmed

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to CNC production equipment, software

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5008 Develop, trial and evaluate prototypes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers developing specifications, identifying and selecting materials and processes, production trialling of prototypes and completing evaluation documentation. Prototypes may be produced by hand, by using appropriate machines, tools and equipment or by computer-assisted production.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------------------|-----|---|
| 1 | Develop prototype specifications | 1.1 | The purpose and outline requirements for the prototype are identified from design concepts and/or customer requirements |
| | | 1.2 | Materials are identified following detailed analysis of the options |
| | | 1.3 | Detailed prototype design specifications are prepared and documented |
| | | 1.4 | Construction requirements and methods are identified appropriate for the materials to be used |
| | | 1.5 | Ergonomic requirements are identified, clarified and |

			satisfied throughout the work process
2	Plan and prepare prototype construction	2.1	Work plan for the prototype construction is drafted
		2.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		2.3	Compatibility of materials in specifications is checked and any discrepancies reported
		2.4	Steps or stages in construction are identified, noting checkpoints for quality checks
		2.5	Suitable work area is located and cleared ready for work
		2.6	Materials and consumables to meet specifications are prepared for use
		2.7	Equipment and accessories suitable for working the specified material are prepared for use
		2.8	Appropriate jigs and other construction aids are identified and where required adjusted to suit the work
3	Produce the prototype	3.1	Work plan is followed to produce the prototype
		3.2	Checks are conducted at the identified points
		3.3	Modifications to designs and plans are identified and recommended and managed within workplace procedures
		3.4	Modifications to the plan are documented and followed
		3.5	Prototype or sample is checked for compliance with specifications
4	Trial and evaluate the prototype	4.1	Trial objectives and processes are developed, specified and documented
		4.2	Personnel involved in the trial and evaluation are prepared for their responsibilities and functions
		4.3	Trial equipment, tools and materials are prepared and certified prior to use
		4.4	Prototype trials are conducted and results captured and recorded in accordance with the trial specification
		4.5	Results of trials are evaluated and evaluation records and recommendations are processed in accordance with

enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving and may be carried out on a team basis or with the support of dedicated specialist personnel
- customers or suppliers may be internal or external

Machines and equipment include:

- microprocessor or computer-controlled machines
- production and facility equipment used in the enterprise

Materials for prototypes include:

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

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

- design concepts/customer requirements
- designer/drawer specifications and instructions
- work procedures/instructions
- organisation work specifications and requirements
- legislation/regulations/national or industry codes and practices relevant to the prototype/sample construction
- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT5011B Develop, trial and evaluate prototypes.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5008 Develop, trial and evaluate prototypes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Develop and evaluate a minimum of two (2) different prototypes, and:
 - develop the prototype specification
 - identify compatibility/incompatibility of materials, adhesives, fittings and fasteners for the application
 - select and use appropriate materials, equipment and processes for the item being constructed
 - demonstrate how the design of the prototype components will influence the working lifetime of the item
 - ensure that the prototype satisfies the original or varied specification
 - prepare for and conduct evaluation trials
 - record outcomes and make recommendations for future activities
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Intellectual property law requirements
- Elements and principles of design
- Trends and detailed knowledge of furniture construction
- Destructive and non-destructive testing techniques and processes
- Use of colour and other features
- Range, properties and characteristics of materials used in the furnishing industry
- Safety and environmental aspects of relevant enterprise activities
- Workplace procedures and reporting process
- Relevant WHS legislation, regulatory requirements and codes of practice

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to information on design concepts, customer requirements, quality standards and organisation procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5009 Determine production feasibility of designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers systematically analysing, assessing and determining the feasibility of designs for translation into commercially viable production that can refer to enterprise and client initiated ideas or requests. It may involve applications associated with original design, adaptation of designs or interpretation of sketches, single or multiple production styles and ranges, and made to order.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Define the design objectives and detail	1.1 The purpose of the design is defined and/or clarified
	1.2 The potential market for the design product is considered and defined
	1.3 Intended production materials and outline production processes are identified and agreed as the basis for determination
2 Establish the design assessment criteria	2.1 Criteria for the assessment of production material options are established

- 2.2 Criteria for the assessment of product functionality are established
 - 2.3 Criteria for the assessment of production process options and impacts of these on overall business operations are established
 - 2.4 Criteria for the assessment of work health and safety (WHS), and potential liability issues are established
 - 2.5 Criteria for assessment of costs and marketability are established
- 3 Apply the assessment criteria
 - 3.1 The determination process, including personnel, information/input collection and recording, scoring or grading criteria, and decision making processes are established and agreed
 - 3.2 Products which are competitors/potential competitors in the market place are selected for comparative purposes
 - 3.3 The design is scored/graded against agreed criteria and the results recorded
 - 3.4 Competition products are scored/graded against the agreed criteria and the results recorded
 - 3.5 Assessment results are completed in accordance with the agreed process
- 4 Determine feasibility and options
 - 4.1 Assessment results of the design and competition products are analysed
 - 4.2 Designs which fail to satisfy assessment and provide no optional potential are rejected
 - 4.3 Designs which fail to satisfy assessment but which have optional/alternative potential are referred to the appropriate party
 - 4.4 Designs which satisfy potential are conditionally endorsed, with the conditions being recorded and passed to the appropriate party
 - 4.5 Formal records of the determination are completed and processed in accordance with enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate conceptual and analytical ability, discretion, and problem solving and judgement may be required in planning and selecting appropriate processes or procedures for self and others• work involves the establishment and application of systematic, fair and balanced processes to determine the production feasibility of a design |
| Activities include: | <ul style="list-style-type: none">• researching design trends and developments• generating and presenting ideas• liaison with client and/or other functional areas• compiling information• preparing costing |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• enterprise business plans• business reports and trade journals• product research information covering trends, materials options and market coverage• organisational work procedures• legislation/regulations/national and industry codes and practices relevant to furnishing and ergonomics |

- quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT5012B Determine production feasibility of designs.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5009 Determine production feasibility of designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Determine and report on the feasibility of a minimum of two (2) different product designs by completing the following or equivalent steps:
 - define the design objectives and detail
 - establish assessment criteria
 - apply assessment criteria impartially
 - determine feasibility options
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Intellectual property law requirements
- Design principles and professional practices
- Ergonomic principles for furniture design and manufacture

- Elements and principles of design and how they can be used to create good design in the furnishing industry
- Detailed knowledge of contemporary furnishing industry products
- Range of furnishing product materials and their characteristics
- Materials, trims, accessories and their properties and characteristics
- Costing processes
- Workplace procedures and reporting process
- Relevant WHS legislation, regulatory requirements and codes of practice

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to information on work specifications, customer requirements, quality standards and enterprise procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFFT5010 Develop products and related processes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers defining requirements, confirming feasibility, developing and trialling options, and analysing and reporting on proposed products and related processes. It may involve original creation, adaptation of designs or interpretation of sketches within contexts related to single or multiple production runs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Furnishing Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Assess product feasibility	1.1	Provisional specifications are identified and interpreted in consultation with others, where required
		1.2	Provisional specifications are subject to feasibility modelling and analysis
		1.3	Recommendations from the feasibility study are processed
2	Participate in developing and engineering prototype product	2.1	Product or process specifications are interpreted and/or preliminary specifications are developed from the feasibility study
		2.2	Specifications are used to develop or engineer the prototype product

		2.3	Results are analysed and decisions to move to a trial are confirmed
3	Conduct trials	3.1	Trial procedures/parameters are established and recorded
		3.2	Organisation and liaison issues with production areas are resolved
		3.3	Raw materials are checked or selected and machines and skill availability allocated against requirements
		3.4	Trials are carried out in accordance with the established procedures
4	Analyse, interpret and report results	4.1	Results of the trials are analysed to determine performance and acceptability for production
		4.2	Variations and improvements necessitated by the findings are recorded and/or trialled
		4.3	Reports and recommendations are prepared and processed in accordance with enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation

	insurance requirements
Activities include:	<ul style="list-style-type: none">• work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving• customers or suppliers may be internal or external• work allocation• reviewing/evaluating processes and products• liaising with relevant personnel, client and/or other functional areas
Work responsibilities will vary in scope according to:	<ul style="list-style-type: none">• size of the workplace• range of designs• specialisation in the workplace and workplace quality standards
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work specifications• provisional product specifications and design brief• provisional marketing strategies• organisation work specifications and requirements• legislation, regulations and codes of practice• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFFT5013B Develop products and related processes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFFT5010 Develop products and related processes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Develop a significant product and related processes, either individually or as part of a multi-disciplinary team, and:
 - interpret/develop specifications
 - conduct feasibility studies
 - produce prototype
 - organise/conduct trials
 - assess results against specifications
 - communicate effectively with development team and customers
 - prepare reports/presentations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

Knowledge Evidence

- Intellectual property obligations and codes of practice
- Products and process development processes and procedures
- Team management and coordination processes
- Recording and reporting processes (as they may apply in the enterprise)
- Safety and environmental aspects of relevant enterprise activities
- Technical background relevant to the sector

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to information on work specifications, quality standards, organisation procedures and customer requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG1001 Complete a basic glass and glazing project

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, fabricating and assembling a basic glass and glazing project. It is designed for VET in Schools or pre-employment programs to introduce basic glass and glazing techniques and materials.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements for a basic glass and glazing job, including design variations, tolerances, process, materials, finish and quantity |
| | 1.2 Work sequence is planned and procedures are determined for checking quality at each stage of the process |
| | 1.3 Work health and safety requirements (WHS), including personal protective equipment, are observed throughout the work |
| | 1.4 Preparatory drawings/set-outs for tasks are confirmed and a suitable work area selected |

- | | | |
|---|---|---|
| | 1.5 | Materials are selected following work instructions |
| | 1.6 | Tools and equipment and a table suitable for the work are identified and checked for safe and effective operation |
| 2 | Fabricate and assemble components | |
| | 2.1 | Material is set out according to work instructions, prepared, and components marked according to workplace procedures |
| | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | 2.3 | Components are fabricated, including any specified shapes, angles or curves, and checked against set-out and job requirements |
| | 2.4 | Components are fitted to job requirements and the assembly process undertaken according to workplace procedures |
| | 2.5 | Item is checked for compliance with specifications and finished in accordance with work instructions using edging equipment, where required |
| 3 | Finalise operation and maintain equipment | |
| | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | 3.2 | Off-cuts and unused materials are collected and stored for re-use or disposed of following workplace procedures |
| | 3.3 | Waste and scrap materials are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Work instructions include:	<ul style="list-style-type: none">• reading and interpreting plans• developing set-outs• using hand and power tools• operating basic machinery• applying quality requirements• applying product finishing techniques and materials
A basic glass and glazing project includes:	<ul style="list-style-type: none">• fish tank• display case• flower vase/box• ornamental box/case
Tools and equipment include:	<ul style="list-style-type: none">• flat felt covered cutting tables• tungsten wheel glass cutters• speed cutters• circle cutters• L-squares and straight edges• tape measures• glass handling gloves• safety glasses• gauntlets• aprons• marking pens• chinagraph pencils• templates and lubricants <p>drilling equipment (e.g. portable or wall-mounted)</p> <ul style="list-style-type: none">• free-standing diamond drill presses and saws
Tables appropriate for cutting large glass sheets include:	<ul style="list-style-type: none">• air flotation tables• roller castor tables or tilt tables with air flotation• breaker bars or roller castors

Materials include:	<ul style="list-style-type: none">• annealed glass (less than or 7 mm thick) and laminated glass (less than or 6.38 mm thick) as deemed appropriate for the project
Edging equipment includes:	<ul style="list-style-type: none">• finishing or belt machines• diamond or pencil edgers• pumice or cork polishers• horizontal wheels• finger slotters• hand tools
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• gloves• safety glasses• gauntlets• footwear• earmuffs• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

Supersedes and is equivalent to LMFGG1001C Complete a basic glass and glazing project.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG1001 Complete a basic glass and glazing project

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Adapt or vary glass and glazing designs and prepare, fabricate and assemble at least one (1) basic glass and glazing project which:
 - is of thin glass (annealed glass or laminated glass of less than or 7 mm thick)
 - requires the use of glass and glazing hand tools and basic glass and glazing processing machines
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of product design
- Preparation of drawings/set-outs
- Work flow requirements in relation to glass and glazing projects
- Identification of glass and glazing hand and basic processing tools, materials, equipment, processes and procedures

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans/designs, glass and glazing hand tools and/or basic processing machines, project materials and a specified project.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2001 Use glass and glazing sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and using hand and power tools in applications relating to the glass and glazing sector of the furnishing industry, including basic aluminium fabrication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---------------------------------|---|
| 1 Identify hand and power tools | 1.1 Types of hand and power tools and their functions are identified |
| | 1.2 Sources of, and access to, power supply are recognised and used safely |
| | 1.3 Work health and safety (WHS) requirements for using hand and power tools are recognised and implemented |
| 2 Select and use hand tools | 2.1 Hand tools are selected consistent with needs of job |
| | 2.2 Hand tools are checked for serviceability and safety and any faults reported to supervisor in accordance with enterprise procedures |

- | | | | |
|---|------------------------------|--|---|
| | 2.3 | Equipment is selected to hold, position or support material for hand tool application, where applicable | |
| | 2.4 | Material is located and held in position for hand tool application | |
| | 2.5 | Hand tools are safely and effectively used according to their intended use and safely stored when not in immediate use | |
| 3 | Select and use power tools | 3.1 | Appropriate personal protective equipment is selected, correctly fitted and used at all times |
| | | 3.2 | Power tools are selected consistent with needs of job in accordance with conventional work practice |
| | | 3.3 | Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults reported to supervisor in accordance with enterprise procedures |
| | | 3.4 | Equipment is selected to hold, position or support materials for power tool application, where applicable |
| | | 3.5 | Material to be worked on is located and held in position for power tool application, where applicable |
| | | 3.6 | Power tools are safely and effectively used in application processes |
| | | 3.7 | Power tools are safely switched off and stored when not in use |
| 4 | Clean up work area and tools | 4.1 | All tools and equipment are cleaned, maintained and stored with relevant documentation completed in accordance with enterprise procedures |
| | | 4.2 | Work area is cleared and waste removed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and organisational safe operating procedures or equivalent• work is carried out in accordance with state and federal legislative obligations, environmental legislation, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Hand tools used in the glass and glazing sector include: | <ul style="list-style-type: none">• tungsten wheel glass cutters• speed cutters• circle cutters• vacuum straight edges• lever and vacuum lifters• plate and running pliers• pop rivet pliers• screwdrivers• tools for aluminium:<ul style="list-style-type: none">• knives• sheers• measuring devices• straight edge• square• assorted hammers• rollers• combination saw |
| Power tools used in the glass and glazing sector include: | <ul style="list-style-type: none">• portable electric drills• grinders• circular saws and jig saws• plunge routers• sanders• drop, radius, mitre and upcut saws• bench drills and grinders• portable pneumatic drills |

- Personal protective equipment includes:**
- nail and staple guns
 - pop rivet guns and compressors
 - tools for aluminium:
 - assorted air tools
 - assorted electric tools
 - compressor
 - rivet gun
 - metal press and dies
 - that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - ear protection
 - hard hats
 - safety footwear
 - aprons and overalls
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment and personal protective equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFGG2001C Use glass and glazing sector hand and power tools.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2001 Use glass and glazing sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Carry out correct procedures prior to, during and after use of hand and power tools
- Identify six (6) commonly used glass and glazing sector hand and power tools
- Indicate hand and power tool applications and limitations
- Effectively and safely use hand and power tools in the workplace environment
- Maintain and safely store hand and power tools
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow requirements and standards within the workplace
- Workplace safety requirements and WHS legislation
- Function and purpose of hand and power tools used in the workplace
- Characteristics of glass and/or aluminium, and glass and/or aluminium products and defects, including hazards and handling requirements
- Industry standard cross-sections and lengths
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass and glazing sector and aluminium hand and power tools, materials used in the manufacturing and/or processing of glass and glazing and aluminium products and operating procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2002 Use, handle and store glass and glazing products and consumables

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers accurately identifying glass, glazing product and consumable characteristics and limitations to handle, correctly use and store them safely and effectively.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify glass types, glazing products and consumables	1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to glass and glazing work are verified and complied with
	1.2 The characteristics of glass types and glazing products are identified to determine their use and suitability for a range of glazing work
	1.3 Types and quantities of glazing consumables required for a glazing job are identified from plans or work instructions
2 Prepare to use glass and glazing products	2.1 Work requirements for glass and glazing work are determined in a logical order to suit the job
	2.2 Common glass and glazing tools, equipment, personal

		protective equipment, and their use in glass and glazing work are identified
	2.3	Glass to match work requirements is checked for type, size and imperfections
	2.4	Glazing products are selected in accordance with customer orders and Australian Standards
	2.5	Defective glazing products are reported for repair or replacement in accordance with workplace procedures
3	Handle and use glass and glazing consumables	3.1 Consumables are selected and checked prior to use to ensure they are appropriate for the planned glazing work
		3.2 Consumables are handled and used according to workplace procedures, manufacturer instructions and industry practice
		3.3 Any problems occurring when using consumables are identified, rectified and/or reported, where appropriate
4	Store glass and glazing consumables	4.1 Unused glass, glazing products and consumables are assembled after completion of the job, checked for reusability, cleaned and stored safely and effectively
		4.2 Waste and scrap material are removed for disposal or recycling, as required
		4.3 Work area is cleaned and rubbish disposed of, as appropriate

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Glass types, their characteristics and appropriate use include:

- annealed glass
- heat toughened and chemically strengthened glass
- laminated glass
- wired glass
- tinted and heat reflective glass
- coated glass and insulated glass units
- low iron glass
- self-cleaning glass
- electrically heatable glass
- low emissivity glass
- mirrored glass

Glazing products, their characteristics and appropriate use include:

- g clamps:
 - flat
 - radius
 - holeless
- setting blocks and packers
- U channel rubber
- spider fittings:
 - 2, 3 and 4 arm
 - medium
 - heavy duty
- frameless glass hinges, brackets and handles
- patch fittings and locks
- articulated bolts
- stand-offs, anchors, spigots and mini-posts
- handrail brackets, slotted tube, joiners and body
- A frame 'top hat' sections and grommets
- ball castors
- clamp bars

Glazing consumables

- silicone sealants:

include:

- neutral cure (clear, white and coloured)
- anti-mildew sanitary (clear, white and coloured)
- high performance/high joint movement for structural glazing
- polyurethane sealants
- glass cleaners and silicone removers
- abrasives belts, discs and slurries:
 - silicon carbide
 - diamond
- polishing items:
 - sprays and waxes
 - cerium oxide
 - acids (sulphuric and hydrofluoric)
 - felt polishing bobs
- backing rod
- butyl glazing tape
- setting blocks
- glazing pins
- foam tape:
 - single
 - double-sided
 - structural
- masking tape
- mirror mounting tape
- putty
- horseshoe packers
- safety glass decals
- labels
- gloves
- blades
- film
- glass paint

Manufacturer instructions include:

- safe handling procedures
- strength and load bearing rates
- glazing product fixing procedures, techniques and templates
- cutting and bending techniques
- glass fixing materials
- surface preparation before use
- application techniques
- tooling procedures
- category of use, performance and structural strength

Tools and equipment include:

- temperature range for use, curing and storage
- shelf life
- other storage requirements
- tungsten wheel glass cutters
- speed cutters
- circle cutters
- squares, vacuum and other straight edges
- plate and running pliers and snips
- drills and countersinks
- spine rollers
- mallets
- silicone guns
- squeegees and holsters
- five-way cutting-in tools
- trim knives
- scrapers
- scourers
- measures
- calculator
- chamois
- heat guns
- screwdrivers
- spanners
- restraint straps and ratchets
- vacuum lifters:
 - flat
 - curved
 - double/single cup

Problems with consumables include:

- poor quality
- past use-by date
- damaged in storage
- wrong category/rating consumable for the job
- used on contaminated surfaces
- poor gunning and silicone application technique

Personal protective equipment includes:

- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - ear protection
 - hard hats

Information and procedures include:

- safety footwear
- aprons and overalls
- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- types and quantities of products and consumables obtained, used and stored

Unit Mapping Information

Supersedes and is equivalent to LMFGG2011A Use, handle and store glass and glazing products and consumables.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2002 Use, handle and store glass and glazing products and consumables

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify a range of glass types, their characteristics, uses and limitations
- Identify the properties, uses and limitations of common glass, and glazing tools and equipment
- Identify the types, properties, uses and limitations of common glazing products and consumables
- Identify and rectify problems with glass and glazing products and consumables
- Identify the likely impact of various environmental effects when using glass and glazing consumables
- Safely and effectively handle and store glass, glazing products and consumables
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for using glass, glazing products and consumables to meet specified outcomes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards, codes of practice, organisational and site standards, requirements, and policies and procedures relevant to glass, glazing product and consumables handling, storage and use

- Types of glass, glazing products and glass fixing materials used in the glazing industry, including their correct terminology, characteristics, properties, uses and limitations
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution for glass, glazing products and consumables
- Storage systems and labelling for glass, glazing products and consumables
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation of glass, glazing product and consumables use

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a range of commonly used glass, glazing products and consumables, specifications, equipment for using glass, glazing products and consumables and a suitable storage location.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2003 Operate glass freefall rack and table

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using freefall racks and tables in glass and glazing work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to glass and glazing work are verified and complied with
		1.2	Work requirements are identified and work sequence is planned in a logical order to suit the job
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.4	Planned route for relocating glass is checked for hazards and the work area is cleared of obstructions
		1.5	Work area is cleared of unauthorised personnel prior to and during freefall operations in accordance with workplace procedures

	1.6	Freefall rack and table is checked for correct operation, levelled and cleared of any foreign material
2	Freefall glass	
	2.1	Freefall is conducted in accordance with workplace procedures to move glass safely
	2.2	Problems occurring during operation are identified and reported to appropriate persons in accordance with workplace procedures
	2.3	Authorised changes in working procedures and/or requirements are followed
3	Complete work	
	3.1	Waste and scrap material is removed for disposal or recycling, as required
	3.2	Work area is cleaned and rubbish disposed of, as appropriate
	3.3	Workplace documentation is completed, as required
	3.4	Tools, equipment and unused materials are removed and stored appropriately

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, and manual handling

	procedures
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving
Glass includes:	<ul style="list-style-type: none">• annealed• laminated
Tools and equipment include:	<ul style="list-style-type: none">• storage rack• drop bench• glass handling equipment and hand tools
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is not equivalent to LMFGG2003C Operate glass freefall rack and table.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2003 Operate glass freefall rack and table

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Follow pre-freefall glass inspections and safety procedures
- Deal with freefall factory run sizes (FRS) glass up to, and including, 10 mm thick
- Freefall 6.38 mm (or less) laminated glass
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Principles and techniques of freefalling glass from a rack to a table
- Workplace safety system requirements related to the freefalling of glass
- Work flow requirements in relation to freefalling of glass using rack and table

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment may be conducted in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment may occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass freefall rack and table, workplace operating procedures and glass sheets.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2004 Process thin glass by hand

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, shaping and applying finishing techniques to annealed glass up to, and including, 10 mm thick, and laminated glass up to, and including, 11.76 mm thick.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|--|
| 1 Identify work requirements | <div style="margin-left: 20px;">1.1 Work requirements, including materials, types of cuts, shapes, holes and edges, processes and quantities required, are identified from work instructions or job order in accordance with workplace procedures</div> <div style="margin-left: 20px;">1.2 Work health and safety (WHS) requirements, including personal protective equipment, are observed throughout the work</div> <div style="margin-left: 20px;">1.3 Tools, equipment and thin glass materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition</div> <div style="margin-left: 20px;">1.4 Cutting list and quality standards are determined and procedures identified in accordance with workplace</div> |
|-------------------------------------|--|

- requirements and industry standards
- 1.5 Glass to be cut, and holes drilled or shaped by hand are selected using information from the work order, including type of glass, thickness, colour and dimensions
 - 1.6 Equipment and settings required to perform the work are identified and prepared
- 2 Prepare for work
- 2.1 Sequence of work is planned to ensure processing is conducted in a logical order
 - 2.2 Suitable cutting, shaping and lubrication methods are selected
 - 2.3 Glass processing table is selected and work surface is cleared of debris and dust
 - 2.4 Work area is cleared of obstructions and potential hazards with cullet bins located close to work area
 - 2.5 Glass is checked for imperfections and damage prior to handling
 - 2.6 Glass to be processed is located in the work area using correct manual handling procedures
 - 2.7 Glass is measured accurately to minimise waste and within specified tolerances according to enterprise standards
- 3 Process glass
- 3.1 Tools and equipment are operated and monitored in accordance with manufacturer instructions and workplace procedures to ensure correct product quality and output
 - 3.2 Glass is processed to required standard in accordance with job order, work instructions and procedures, including the performance of routine lubrication and adjustments of tools/equipment
 - 3.3 Problems occurring during work operations are identified and reported to appropriate persons
 - 3.4 Authorised changes in working procedures are followed
 - 3.5 Completed product is inspected for quality of work and repaired, reprocessed or discarded in accordance with workplace procedures
- 4 Complete work
- 4.1 Processed glass is labelled and stored following workplace

procedures ensuring there are no projections

- 4.2 Scraps and off-cuts are removed for disposal or recycling, as required
- 4.3 Work area is cleaned and rubbish disposed of, as appropriate
- 4.4 Workplace documentation is completed, as required
- 4.5 Tools, equipment and unused materials are removed and stored appropriately

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Materials include: | <ul style="list-style-type: none">• annealed and laminated glass for residential and commercial glazing• furniture applications and mirrors |
| Tools and equipment include: | <ul style="list-style-type: none">• flat felt covered cutting tables• tungsten wheel glass cutters |

	<ul style="list-style-type: none">• speed cutters• circle cutters• L-squares and straight edges• tape measures• marking pens• chinagraph pencils• templates and lubricants• tables appropriate for cutting glass sheets, including mobile air floatation tables• roller castor tables or tilt tables with air flotation and breaker bars
Thin glass includes:	<ul style="list-style-type: none">• annealed sheet glass less than or equal to 10 mm thick and can include mirrors• laminated glass less than or equal to 11.76 mm thick
Glass processing by hand includes:	<ul style="list-style-type: none">• cutting• shaping
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and Australian Standard policies and practices:<ul style="list-style-type: none">• gloves• safety glasses• gauntlets• footwear• earmuffs• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

Supersedes and is equivalent to LMFGG2004C Process thin glass by hand.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2004 Process thin glass by hand

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and use AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- Complete straight cuts by hand and speed cutter and cut simple shapes, truncated and radius corners, circles, fan holes and freehand pay holes in annealed glass less than or equal to 10 mm and up to 1.0 m²
- Cut simple shapes, truncated corners and ovals in laminated glass less than or equal to 11.76 mm and up to 1.0 m²
- Calculate the cost of glass jobs
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Correct identification and use of glass cutting equipment, their functions and procedures for use
- The set-up and operation of glass cutting equipment, including procedures for reporting product defects or equipment faults
- Workplace safety system requirements related to glass cutting
- Work flow requirements in relation to glass cutting

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass sheet/product, cutting equipment, such as hand glass cutter, circle cutter and speed cutter and a table.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2005 Apply basic glass handling

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers handling and moving sheets of flat glass by hand safely and efficiently in a production, processing or installation environment, as an individual and involving teamwork for lifting.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for glass handling	<p>1.1 Work requirements in the form of type and quantity of glass to be relocated are identified from work instructions</p> <p>1.2 Work health and safety (WHS) requirements for movement of glass sheets by hand, including personal protective equipment, are observed throughout the work</p> <p>1.3 Sheet glass to be moved is identified and weight, shape and points of balance, and dimensions estimated or calculated</p> <p>1.4 Tools and equipment and manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified</p>

- 1.5 Risks to self, others, material and equipment are identified arising from the required lifting, load carrying, set down or movement of the glass
 - 1.6 Need for glass lifting equipment or team lifting is determined and team lifting processes are considered for application
 - 1.7 Glass is checked for imperfections and damage prior to movement
- 2 Plan glass movement
 - 2.1 Locations for glass storage are identified and routes to be followed determined
 - 2.2 Required clearances are compared to available space and adjustments made, as required
 - 2.3 Process for relocating glass is planned, including predicting and planning for potential difficulties
 - 2.4 Proposed process is checked against advisory standards and workplace procedures for compliance
- 3 Relocate glass
 - 3.1 Actions of lifting, lowering and carrying, pulling and pushing are carried out in accordance with approved advisory standards and workplace procedures
 - 3.2 Team lifting tasks (where used) are coordinated according to approved advisory standards
 - 3.3 Planned process and route are followed and glass is relocated without damage to material, personnel or equipment
 - 3.4 Glass is labelled and stored following workplace procedures ensuring there are no projections
 - 3.5 Relocation is checked to see that it meets work requirements, and any differences reported
- 4 Complete work
 - 4.1 Work area is cleaned and rubbish disposed of, as appropriate
 - 4.2 Workplace documentation is completed, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Sheet glass includes: | <ul style="list-style-type: none">• glass for residential and commercial windows and doors• tinted and heat reflecting• mirrors and furniture applications• annealed• laminated glass |
| Tools and equipment include: | <ul style="list-style-type: none">• glass handling equipment and hand tools• lever and pump vacuum lifters• slings• trolleys |
| Team lifting processes include: | <ul style="list-style-type: none">• nomination of team leader• calculation of capacity of team• techniques to be used• identifying tasks of team members |
| Glass relocation includes: | <ul style="list-style-type: none">• loading and unloading of trucks and skips |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves |

Information and procedures include:

- safety glasses
- hard hats
- safety footwear
- aprons and overalls
- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFGG2005C Move glass sheets by hand.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2005 Apply basic glass handling

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Demonstrate safety and inspection procedures prior to lifting
- Safely lift and relocate annealed and laminated glass up to, and including, 1.2 m² (17 kg)
- Safely team lift and relocate annealed and laminated glass up to, and including, 4.5 m² (68 kg)
- Load and unload glass safely and efficiently
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements and the behaviour of glass sheets when lifted and moved
- Work flow requirements in relation to the movement of glass by hand
- Principles, requirements and techniques of moving glass sheets by hand and loading and unloading glass to/from trucks and skips
- Workplace safety system requirements related to the moving of glass sheets by hand

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass sheet to be relocated, workplace operating procedures and personal protection equipment, and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2006 Move single glass sheets by mechanical means

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers moving single sheets of flat glass by mechanical means individually or in a team environment in workplaces which are involved in the manufacture, processing and/or installation of sheet glass.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-----------------------------------|--|
| 1 Prepare for glass moving | 1.1 Work requirements in the form of type and quantity of glass to be relocated are identified from work instructions |
| | 1.2 Work health and safety (WHS) requirements for movement of glass sheets by mechanical means, including personal protective equipment, are observed throughout the work |
| | 1.3 Glass sheets to be moved are identified and weight is estimated or calculated and safe movement requirements applied |
| | 1.4 Appropriate mechanical handling equipment, tools and equipment are identified |
| | 1.5 Risks arising from the required lifting to self, others, |

- material and equipment are identified, load carrying, set down or movement of the glass
- 1.6 Equipment and controls, including emergency stops and guards, are identified and checked for safe operation with any damaged or worn parts reported to appropriate personnel
 - 1.7 Glass is checked for imperfections and damage prior to movement
- 2 Plan glass movement
 - 2.1 Locations for glass storage are identified and routes to be followed determined
 - 2.2 Required clearances are compared to available space and adjustments made
 - 2.3 Process for relocating glass is planned, including predicting and planning for potential difficulties
 - 2.4 Proposed process is checked against advisory standards and workplace procedures for compliance
- 3 Relocate glass
 - 3.1 Equipment is operated in accordance with approved advisory standards, manufacturer instructions, workplace procedures and WHS requirements
 - 3.2 Planned process and route are followed and glass is relocated without damage to material, personnel or equipment
 - 3.3 Glass is labelled and stored following workplace procedures ensuring there are no projections
 - 3.4 Relocation is checked to see that it meets work requirements, and any differences reported
- 4 Complete work
 - 4.1 Waste and scrap material are removed for disposal or recycling, as required
 - 4.2 Work area is cleaned and rubbish disposed of, as appropriate
 - 4.3 Handling equipment is cleaned, maintained and stored according to workplace procedures
 - 4.4 Workplace documentation is completed, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Glass includes: | <ul style="list-style-type: none">• annealed• laminated• toughened• tinted• obscured• heat reflecting• mirrors |
| Safe movement requirements include: | <ul style="list-style-type: none">• complying with relevant WHS regulations• determining the safe weight load limit (WLL)• using safe working load (SWL) limit tables |
| Mechanical handling equipment includes: | <ul style="list-style-type: none">• gantry cranes up to 4.9 SWL• scissor or vacuum grabs |
| Tools and equipment include: | <ul style="list-style-type: none">• air and tilt tables• A-frames and stillage racks |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets |

Information and procedures include:

- gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls
-
- workplace procedures relating to the use of tools and equipment and personal protective equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFGG2006C Move single glass sheets by mechanical means.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2006 Move single glass sheets by mechanical means

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use correct personal protective safety apparel and safety regulations for overhead lifting
- Safely use gantry cranes up to 4.9 SWL, including relevant standards and regulations
- Safely use vacuum rigs or scissor grabs for lifting single glass sheets
- Follow pre-safety and inspection procedures, calculate weight, and safely load and secure glass
- Relocate single sheets of glass by vacuum or scissor grabs up to 4.5 m² (170 kg)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements, and the behaviour of glass sheets when lifted and moved
- Work flow requirements in relation to the movement of glass by mechanical means
- Principles, requirements and techniques of moving glass sheets by mechanical means
- Workplace safety system requirements related to the moving of glass sheets by mechanical means
- Capabilities, operating processes and procedures of mechanical handling equipment

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to mechanical glass handling equipment, glass sheet to be relocated, workplace operating procedures, personal protection equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2007 Process glass by basic machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, shaping, drilling and edging annealed glass up to, and including, 6 mm thick, and laminated glass up to 7 mm thick by basic machines.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|---|
| 1 Identify work requirements | <div style="margin-left: 20px;">1.1 Work requirements, including materials, types of cuts, shapes and edges, processes and quantities required, are identified from work instructions or job order in accordance with workplace procedures</div> <div style="margin-left: 20px;">1.2 Work health and safety (WHS) requirements, including personal protective equipment, are observed throughout the work</div> <div style="margin-left: 20px;">1.3 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, of the appropriate quality, serviceable and in a safe condition</div> <div style="margin-left: 20px;">1.4 Cutting list and quality standards are determined and procedures for operation of basic cutting machines</div> |
|-------------------------------------|---|

- identified in accordance with workplace requirements and industry standards
- 1.5 Glass to be cut, shaped, drilled or edged is selected using information from the work order, including type of glass, thickness, colour and dimensions
 - 1.6 Machines, equipment and settings required to perform the work are identified
- 2 Prepare for work
- 2.1 Technique and sequence of work are planned to ensure glass processing is conducted in a logical order
 - 2.2 Procedures for monitoring quality of materials, work in progress and finished items are identified in accordance with workplace requirements and industry practice
 - 2.3 Suitable cutting, shaping, drilling and edging machines are selected
 - 2.4 Glass processing table is selected and work surface is cleared of debris and dust
 - 2.5 Components and controls of machines, including emergency stops and guards, are identified and tested, and appropriate action taken if not in working order
 - 2.6 Work area is cleared of obstructions and potential hazards
 - 2.7 Glass to be processed is located in the work area using appropriate handling techniques
 - 2.8 Glass is measured accurately to minimise waste and within specified tolerances according to enterprise standards
 - 2.9 Glass is checked for imperfections and damage prior to handling
- 3 Conduct processing operations
- 3.1 Tools and equipment are operated and monitored in accordance with manufacturer instructions and workplace procedures to ensure correct product quality and output
 - 3.2 Glass is processed to required standard in accordance with job order, work instructions and procedures, including the performance of routine lubrication and adjustments of machines/equipment, if required
 - 3.3 Problems occurring during work operations are identified and reported to appropriate persons in accordance with enterprise procedures

- | | | |
|---|---------------|---|
| | 3.4 | Authorised changes in working procedures are followed |
| | 3.5 | Completed product is inspected for quality of work and repaired, reprocessed or discarded in accordance with workplace procedures |
| 4 | Complete work | |
| | 4.1 | Processed glass is labelled and stored following workplace procedures ensuring there are no projections |
| | 4.2 | Scraps and off-cuts are removed for disposal or recycling, as required |
| | 4.3 | Work area clean-up is completed following workplace procedures |
| | 4.4 | Equipment is cleaned and stored according to workplace requirements |
| | 4.5 | Tools, equipment and unused materials are removed and stored appropriately |
| | 4.6 | Workplace documentation is completed in accordance with workplace requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health

	regulations, manual handling procedures and organisation insurance requirements
Materials include:	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving• annealed and laminated glass for residential and commercial glazing and furniture applications
Tools and equipment include:	<ul style="list-style-type: none">• flat felt covered cutting tables• tungsten wheel glass cutters• L-squares and straight edges• tape measures• glass handling gloves• safety glasses• gauntlets• aprons• marking pens• chinagraph pencils• templates• lubricants
Basic cutting machines include:	<ul style="list-style-type: none">• portable diamond saw• circle cutters• speed cutters
Drilling equipment includes:	<ul style="list-style-type: none">• portable diamond drill• wall-mounted and free-standing diamond drill presses
Edging includes:	<ul style="list-style-type: none">• arrising• flat• round and mitre grinding• round and mitre polishing and bevelling
Glass processing includes:	<ul style="list-style-type: none">• straight cutting• circle cutting• freehand cutting• drilling and edging
Edging machines include:	<ul style="list-style-type: none">• finishing or belt machines• diamond or pencil edgers• pumice or cork polishers• horizontal wheels• finger slotters• hand tools
Tables appropriate for cutting large glass sheets include:	<ul style="list-style-type: none">• air flotation tables• roller castor tables or tilt tables with air flotation• breaker bars or roller castors

Personal protective equipment includes:

- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls

Information and procedures include:

- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

Supersedes and is equivalent to LMFGG2007C Process glass by basic machines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2007 Process glass by basic machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- Set up for and prepare to process glass identifying and using AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- Complete straight cuts, truncated and radius corners, circles and fan holes, and pay holes by basic cutting machine in glass up to 7 mm in annealed, and laminated glass up to 1.0 m²
- Cut up to 7 mm annealed and laminated glass using a diamond saw
- Arrise, grind and polish flat, round and mitre edges on up to 7 mm annealed, and laminated glass up to 0.5 m²
- Drill holes with tungsten or diamond drill bits in up to 7 mm annealed, and laminated glass up to 0.5 m²
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Workplace safety system requirements related to glass processing by basic machines
- Identification of glass processing equipment, including functions and procedures

- Set-up and operation of glass processing equipment, including procedures for reporting machine/product defects or equipment faults
- Work flow requirements in relation to glass processing

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass sheet/product up to 7 mm thick, processing facilities/equipment (such as basic cutting and edging machines), table, work area, work orders and appropriate safety and personal protection equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2008 Glaze and re-glaze residential windows and doors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fitting glass to residential windows and doors, other openings, or to other frames performed in workplaces involving on-site and off-site fabrication, installation and replacement of glass.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify work requirements	<p>1.1 Work requirements for the type of glass to be used and the method of fixing are identified from work instructions</p> <p>1.2 Work health and safety (WHS) requirements for glazing/re-glazing of windows and doors, including personal protective equipment, are observed throughout the work</p> <p>1.3 The process for fitting glass to window and doorframes is identified</p>
2 Prepare for work	<p>2.1 Work sequence is planned in a logical order to suit the job and in accordance with workplace procedures</p> <p>2.2 Tools, equipment and materials (other than glass and</p>

- frames) are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
- 2.3 Type of glass to be fitted and frames are selected to match job requirements and glass checked for type, size and imperfections
 - 2.4 Glass fixing method is selected and frame condition is assessed to ensure suitability for glazing in accordance with customer order and Australian Standards
 - 2.5 Defective frames are reported for repair or replacement in accordance with workplace procedures
 - 2.6 Fixing and sealing materials are prepared by mixing or cutting to length, as appropriate
- 3 Identify site conditions and restraints
 - 3.1 On-site difficulties are recognised and corrective action taken in accordance with regulations and workplace requirements
 - 3.2 Covering material is applied, where necessary, to protect existing fixtures and fittings
 - 3.3 Special characteristics of the window or door which may affect the finished job are identified and corrective action taken
 - 3.4 Prefabricated, modular scaffolding system to a maximum of one platform is erected safely and in the correct order of assembly, if required
 - 3.5 Access stairway or ladder and edge protection components are fitted to the modular scaffolding, where used
 - 4 Perform glazing
 - 4.1 Frame is prepared to receive glass by checking size against specifications, removing remains of glass and any sealants, cleaning and surface preparation, if required
 - 4.2 Glass is fixed to the frame using the selected method and in accordance with recognised industry procedures and Australian Standards
 - 4.3 Solvents and sealants are used in accordance with manufacturer recommendations and Australian Standards
 - 4.4 Excess sealing material is removed and glass and frame cleaned after fixing

- | | | | |
|---|---------------|-----|--|
| 5 | Complete work | 5.1 | Completed installation is checked to ensure compliance with customer requirements and specifications |
| | | 5.2 | Prefabricated modular scaffolding, where used, is dismantled safely in the correct order and packed for transport |
| | | 5.3 | Tools, equipment and materials are cleaned and stored following workplace procedures |
| | | 5.4 | Work area is cleaned and left in a safe condition and rubbish disposed of, as appropriate |
| | | 5.5 | Waste and scrap materials are removed for disposal or recycling, as required |
| | | 5.6 | Workplace documentation is completed in accordance with workplace requirements including calculating the cost of glass, fittings, materials and labour |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods code, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion,

	judgement and problem solving
Types of glass include:	<ul style="list-style-type: none">• annealed glass• toughened glass• laminated glass• wired glass• tinted and heat reflective glass• coated glass and insulated glass units• patterned glass
Methods of glazing include:	<ul style="list-style-type: none">• channel glazing• beaded glazing and double glazing
Glazing and re-glazing includes:	<ul style="list-style-type: none">• installation of glass to metal and/or timber doors, windows and other frames, and re-glazing of existing windows and doors• residential glazing/re-glazing that is confined to simple doors and windows:<ul style="list-style-type: none">• residential windows, such as fixed, sliding, casement, awning and double hung and louvres• residential doors, such as sliding, hinged, pivot and bi-fold
Tools and equipment include:	<ul style="list-style-type: none">• tungsten wheel glass cutters• speed cutters• cutting lubricants• running pliers• straight edges and squares• tape measures• glass handling and lifting equipment• hack-out knives• chisels• putty knives• sprig/diamond guns• vinyl cutters and rollers• pry bars• sealant guns• blade and Phillips head screwdrivers• pop rivet guns• electric and pneumatic drills• rubber mallets• claw hammers• nail punches• personal protective equipment
Materials include:	<ul style="list-style-type: none">• flat glass and acrylic glazing products

	<ul style="list-style-type: none">• plastic• aluminium• steel• solid timber• gaskets• sealants• adhesives• glazing tapes• setting blocks
Matching job requirements includes:	<ul style="list-style-type: none">• customer order• existing glass type
Glass fixing factors include:	<ul style="list-style-type: none">• specification• type of glass and frame• security requirements• sealing methods• compliance with relevant Australian Standards
Prefabricated, modular restricted height scaffolding includes:	<ul style="list-style-type: none">• completed scaffolding less than 3 m in completed height from the ground• erection as close as practicable to the working face, and where the scaffold is greater than 225 mm from the working face, guardrails and mid-rails to the inner face must be installed• dismantling by accessing the scaffold platform by stairway or ladder and start dismantling from an end bay• dismantling sequence is to dismantle guardrails, mid-rails, ledgers, transoms and standards first
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• on-site procedures and regulations relating to the handling

and movement of glass

- Australian Standards:
 - AS 1288:2006 Glass in buildings - Selection and installation
 - AS/NZS 2208:1996 Safety glazing materials in buildings
 - AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
 - AS 2047:1999 Windows in buildings - Selection and installation
 - AS/NZS 4666:2000 Insulating glass units

Unit Mapping Information

Supersedes and is equivalent to LMFGG2008C Glaze/re-glaze residential windows and doors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2008 Glaze and re-glaze residential windows and doors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Optimise glass sizes for economical cutting and assembling of required materials and glaze or re-glaze the following:
 - timber putty faced window sashes or door panel
 - timber beaded sidelight, fixed panel, sliding, hinged, pivot and/or bi-fold doors
 - metal framed channel glazed door or window
 - metal framed beaded door or window
- Glazing is to include:
 - calculating glazing clearance and cutting size
 - cutting glass to AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
 - selecting correct glazing tools, equipment, glazing sealants, vinyls and tapes
 - preparing the working area
 - preparing glazing rebates and channels prior to installation
 - cleaning glass, tools, equipment and work area
 - calculating the cost of glass, glazing materials and labour
 - selecting re-glazing tools and equipment
 - hacking out/removing beads and glass safely from timber windows and doors
 - removing and disassembling metal window sashes and doors and removing glass safely
 - installing and/or adjusting sash cords, unique, spiral or spring balances on double hung windows
- Erect, use and dismantle modular scaffolding equipment safely
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements

- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Techniques, methods, materials and process of glazing simple/complex window and doorframes
- Workplace safety system requirements related to the glazing simple/complex window and doorframes
- Relevant Australian Standards
- Work flow requirements in relation to fitting glass
- Characteristics, purpose and operation of tools and equipment used in glazing simple/complex window and doorframes
- Safe methods for erecting and dismantling restricted height modular scaffolding systems
- Correct identification of equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to frames, glass, fixing material, sealants, modular scaffolding, workplace operating procedures and work orders, personal protective equipment and an appropriate work area/site.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2009 Fabricate and assemble frames

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fabricating and assembling frames from aluminium and/or steel, timber or unplasticised polyvinyl chloride (uPVC) and involves the set-up and operation of relevant machines.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Identify work requirements and components

- 1.1 Work requirements in the form of product to be fabricated and assembled, its use, specifications, components and attachments are identified from work instructions
- 1.2 Australian Standards relating to glass components and products associated with the process are identified and complied with
- 1.3 Work health and safety (WHS) requirements for fabrication and assembly of metal frames, including personal protective equipment, are observed throughout the work
- 1.4 Components, attachments, materials and tools required for the fabrication and assembly are identified and their

		availability, suitability (in terms of size, quantity, finish and profile), quality and serviceability ascertained
	1.5	Tools, equipment and fasteners, fixing and joining devices suitable for the method of fixing are identified and the process for the fabrication and assembly of metal frames determined
2	Prepare for fabrication and assembly	
	2.1	Work sequence is planned in a logical order to suit the product specifications and workplace procedures
	2.2	Tools, equipment, components, attachments and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
	2.3	Required jigs are prepared or selected and checked for suitability for purpose
	2.4	Measurements are checked for accuracy, legibility and tolerance, and mating or directional marks noted and positioned
	2.5	Machines and equipment are set up in accordance with production objectives, manufacturer instructions and workplace procedures
3	Fabricate and assemble components	
	3.1	Machines, tools and equipment are operated in accordance with manufacturer instructions and workplace procedures to produce components in conformance to specifications
	3.2	Components are laid out and frames assembled ensuring conformity to specifications, alignment and appropriate fastening
4	Complete work	
	4.1	Completed frame is inspected to ensure compliance with quality standards and customer requirements
	4.2	Equipment is cleaned, inspected and stored in accordance with workplace procedures, with unserviceable items tagged, faults identified and appropriate personnel informed
	4.3	Work area is cleaned and rubbish disposed of, as appropriate
	4.4	Waste materials are removed from work area and disposed of in accordance with relevant statutory requirements and

enterprise requirements

- 4.5 Tools, equipment and unused materials are removed and stored appropriately
- 4.6 Workplace documentation is completed in accordance with enterprise requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Fabrication and assembly includes:

- selection of materials, components and attachments required for a frame, its fabrication and assembly prior to its installation
- cutting
- routing
- milling
- pressing
- drilling
- crimping

Materials include:	<ul style="list-style-type: none">• aluminium alloys and steel• timber and plastic-coated timber• uPVC and other composite materials• hardware• fasteners (screws and pop rivets)• plastics• sealants• tapes• vinyl• gaskets• timber reveals
Tools and equipment include:	<ul style="list-style-type: none">• assembly benches• drop and up-cut saws• pneumatic• hydraulic and manual presses• frame and sash tooling• copy routers• end millers• crimpers• electric and pneumatic powered drills and screwdrivers• pop rivet guns• pleuws guns• hand tools
Components are assembled using:	<ul style="list-style-type: none">• a jig (if required)• appropriate fastenings• appropriate tools and equipment
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• AS 2047:1999 Windows in buildings - Selection and

installation

Unit Mapping Information

Supersedes and is not equivalent to LMFGG2009C Fabricate and assemble metal frames.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2009 Fabricate and assemble frames

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete work from product specification data sheets which may include fabricating frame and sash components, identifying and selecting necessary product materials
- Identify, select and install component hardware, including:
 - weather seals
 - wheels
 - stays
 - hinges
 - guides
 - locks
- Assemble metal, timber or uPVC frames, including:
 - gaskets
 - tapes
 - sealants
 - adhesives
 - fasteners
- Reveal linings and flashings in accordance with AS 2047:1999 Windows in buildings - Selection and installation (Section 6)
- Label and certify frames in accordance with AS 2047:1999 Windows in buildings - Selection and installation (Section 8)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures

- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow requirements in relation to frame production
- Workplace safety system requirements related to the fabrication and assembly of metal, timber and uPVC frames
- Operation of tools and equipment used in the fabrication and assembly process
- Identification of equipment, processes and procedures
- Relevant Australian Standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to frame materials and components, consumables, workplace operating procedures, personal protective equipment and appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG2010 Fabricate and install insect and security screens

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring, fabricating and installing insect screens, heavy-duty security mesh, security doors and window grills using aluminium.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|-----------------|--|
| 1 Plan for work | 1.1 Work requirements in the form of type of insect or security screen to be fabricated and installed are determined from work instructions, including the identification of its pattern or plan |
| | 1.2 Work health and safety (WHS) requirements for fabrication and installation of insect or security screens, including personal protective equipment, are observed throughout the work |
| | 1.3 The suitable process for fabricating and installing insect or security screens is identified |
| | 1.4 Quantities of materials required are calculated from plans and/or work instructions and/or by measuring the screen opening in accordance with Australian Standards and |

- industry practice
- 1.5 Cutting lists are prepared from plans, work instructions or measurements of opening to suit the type of screen to be installed
 - 1.6 Fittings, fixings and joining devices or materials are selected in accordance with specifications or type of materials to be joined or fixed
 - 1.7 Tools and equipment appropriate to the work method are identified and assembled for use
- 2 Prepare for work
 - 2.1 Work sequence is determined in a logical order to suit the job and workplace procedures
 - 2.2 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
 - 2.3 Components of the insect or security screen are checked against specifications or job order for size, quantity, finish and profile
- 3 Fabricate and install insect or security screen
 - 3.1 Materials are measured and marked to cutting list requirements and most economical use of materials
 - 3.2 Materials are cut and stamped to cutting list requirements in accordance with workplace procedures or industry practice
 - 3.3 Components of insect or security screen are assembled in accordance with recognised industry standards
 - 3.4 Fittings are installed to screen in accordance with workplace procedures or industry practice
 - 3.5 Insect or security screen is installed in opening in accordance with recognised industry standards
- 4 Complete work
 - 4.1 Installed insect or security screen is inspected for quality of work and repaired, re-fabricated or reinstalled, as required, in accordance with workplace procedures
 - 4.2 Material which can be reused is collected and stored
 - 4.3 Waste and scrap materials are removed for disposal or recycling, as required

- 4.4 Work area is cleaned and rubbish disposed of, as appropriate
- 4.5 Tools, equipment and unused materials are cleaned and removed and stored appropriately
- 4.6 Workplace documentation is completed in accordance with workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Insect and security screens include: | <ul style="list-style-type: none">• fixed, sliding and emergency exit grills to suit various commercial and domestic window types• sliding and hinged door applications |
| Materials include: | <ul style="list-style-type: none">• extruded door framing• corner stakes• interlocks• fly mesh• heavy-duty security mesh |

Fittings include:	<ul style="list-style-type: none">• fittings and fixing/fasteners (screws and pop rivets)• anti-jemmy protection hardware• hinges• wheels• lock mechanisms that comply with Australian Standards• door closures• lock guards
Tools and equipment include:	<ul style="list-style-type: none">• assembly benches• drop and up-cut saws• pneumatic and manual presses• stamping and notching tools• copy routers• end millers• crimpers• electric and pneumatic powered drills and screwdrivers• pop rivet guns• fly screen spline rollers• soft rubber mallets• knives• bolt cutters or mechanical shears
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFGG2010C Fabricate and install insect and security screens.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG2010 Fabricate and install insect and security screens

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure for security windows and doors and identify and select product materials to be used
- Fabricate frame and components, including optimisation of materials, cutting, tooling, drilling and/or crimping to ensure compliance to Australian Standards
- Select and install component hardware, including wheels, hinges, guides and locks
- Assemble frames and/or grills to comply with Australian Standard requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow requirements in relation to the fabrication and installation of insect and security screens
- Characteristics of materials used and uses of products produced
- Workplace safety system requirements related to fabricating and installing insect and security screens
- Correct identification of equipment, processes and procedures
- Relevant Australian Standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to aluminium or other framing material, aluminium or other sheeting, fittings, fixing and fasteners, workplace operating procedures, personal protective equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3001 Store and handle glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers handling, relocating and storing sheet glass in the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify storage requirements	1.1	Work requirements in the form of type and quantity of glass to be handled and stored are identified from work instructions
		1.2	Work health and safety (WHS) requirements for storage and handling of glass, including personal protective equipment, are observed throughout the work
		1.3	Glass to be stored is checked against paperwork and any discrepancies reported according to workplace procedures
		1.4	Storage requirements are identified from manufacturer instructions, statutory regulations and workplace procedures
		1.5	Locations for glass storage are identified and checked for availability and suitability

- | | | |
|---|----------------------------|---|
| | 1.6 | The process and procedures for moving, handling and storing glass are identified |
| | 1.7 | Team lifting processes are considered for application, including nomination of a team leader and calculating the capacity of the team |
| 2 | Prepare for glass movement | |
| | 2.1 | Work sequence is planned in a logical order to suit the job in accordance with workplace procedures |
| | 2.2 | Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition |
| | 2.3 | Planned route for relocating glass is determined and checked for hazards, and the work area is cleared of obstructions |
| | 2.4 | Risks to self and others are identified and acted upon according to statutory requirements and workplace procedures |
| | 2.5 | Required clearances are compared to available space and adjustments made |
| | 2.6 | Process for relocating glass is planned, including predicting and planning for potential difficulties |
| | 2.7 | Proposed process is checked against codes of practice and workplace procedures for compliance |
| 3 | Relocate glass | |
| | 3.1 | Safety checks are carried out on required handling equipment, and any damaged or worn parts reported according to workplace practices |
| | 3.2 | Handling equipment is operated safely and correctly in accordance with manufacturer instructions and workplace procedures |
| | 3.3 | Planned process and route are followed and glass relocated without damage to material, personnel or equipment |
| | 3.4 | Glass is labelled and stored following workplace procedures ensuring there are no projections |
| | 3.5 | Relocation is checked to see that it meets work requirements, and any differences are reported |
| 4 | Complete job | |
| | 4.1 | Handling equipment is cleaned, maintained and stored |

requirements

according to workplace procedures

- 4.2 Work area is cleaned and rubbish disposed of, as appropriate
- 4.3 Workplace documentation is completed, as required, according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Glass includes:

- annealed
- laminated
- toughened
- patterned
- tinted
- heat reflecting
- domestic and commercial glass
- mirrors
- shower screens
- furniture glass

Handling and storing glass includes:	<ul style="list-style-type: none">• safety glass• patterned or specialty glass• handling and storing of glass in quantities appropriate to the workplace requirement• team lifting as well as the application of individual skills
Tools and equipment include:	<ul style="list-style-type: none">• hand trolleys• pallet truck• gantry crane• scissors• slings• air and tilt tables• vacuum lifters• crawler track• articulating spider lifts
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• quality standards, including AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

Supersedes and is equivalent to LMFGG3001C Store and handle glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3001 Store and handle glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify equipment for the handling and storage of glass and calculate the weight of glass
- Handle annealed and/or laminated glass up to, and including, 2.3 m² (17 kg)
- Team handle annealed and/or laminated glass up to, and including, 4.5 m² (68 kg)
- Relocate single sheets of glass by vacuum and/or scissor grabs up to 4.5 m² (170 kg)
- Safely load and secure glass
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Work flow requirements in relation to the movement and storage of glass
- Glass storage requirements
- Correct identification of equipment, processes and procedures
- Workplace safety system requirements related to the handling, relocation and storage of glass

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass to be stored, workplace operating procedures, personal protective equipment, and an appropriate work area and others to assist, as required.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3002 Assess glass and glazing requirements

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing and identifying glass and glazing requirements for buildings to comply with Australian Standards. It involves determining and evaluating glass and glazing requirements and may be performed in workplaces which are involved in the manufacture, processing and/or installation of sheet glass.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|----------------------------|-----|---|
| 1 | Identify work requirements | 1.1 | Customer requirements and expectations regarding glass and glazing work or technical advice are identified |
| | | 1.2 | Work health and safety (WHS) requirements for assessing glass and glazing requirements are observed throughout the work |
| | | 1.3 | Requirements are recorded according to workplace procedures and requirements |
| | | 1.4 | The process for assessing glass and glazing requirements is identified |
| 2 | Prepare for work | 2.1 | Work sequence is planned in a logical order to suit the job |

- | | | |
|---|--------------------|--|
| | 2.2 | Research materials are accessed and analysed for applicability |
| | 2.3 | Product supply sources are contacted to ascertain current developments, if appropriate |
| 3 | Conduct assessment | 3.1 Influencing factors are identified and their significance and impact on the end product determined |
| | 3.2 | Products/types of glass are identified and their application determined |
| | 3.3 | Technical or other professional advice is sought, if applicable and available, in accordance with workplace procedures |
| | 3.4 | Optimal solution is identified and specifications confirmed |
| 4 | Complete work | 4.1 Solution is converted into work instructions/job orders in accordance with workplace procedures |
| | 4.2 | Other documentation, including any advice/referral to customer, is completed in accordance with workplace practices |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Glass and glazing assessment includes:

- the formal and documented process or informal on-the-job assessment of a situation/requirement assessment required for all glass and glazing tasks
- compliance with:

	<ul style="list-style-type: none">• AS 1288:2006 Glass and glazing in buildings - Selection and installation (sections 4, 5 and 8)• AS/NZS 2208:1996 Safety glazing materials in buildings• AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry• factors influencing the assessment, including:<ul style="list-style-type: none">• wind loading considerations• human impact considerations
Tools and equipment include:	<ul style="list-style-type: none">• tape measures• calculators• glass thickness and glazing material indicators• product data and samples• relevant standards/codes• stationery and calculator
Workplace procedures include:	<ul style="list-style-type: none">• work procedures/instructions relating to assessment of glass and glazing requirements• regulatory/legislative requirements, particularly those pertaining to building codes, WHS and environmental requirements• manufacturer specifications and instructions, particularly those pertaining to new products/developments

Unit Mapping Information

Supersedes and is not equivalent to LMFGG3002C Assess glass and glazing requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3002 Assess glass and glazing requirements

Modification History

Release 1 - New unit of competency

Performance Evidence

- Locate, interpret and apply information for situation to be assessed and:
 - apply the requirements of AS 1288:2006 Glass in buildings - Selection and installation (sections 4, 5 and 8, including scope, definitions, abbreviations and symbols) and AS/NZS 2208:1996 Safety glazing materials in buildings and AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry
 - correctly complete measurements, calculate work requirements, optimise glass sizes for application and assembly of required resources
 - use workplace technology related to the assessment of glass and glazing requirements
 - determine thickness limits for standard nominal thickness of glass
 - identify and calculate aspect ratios
 - understand and apply the principles of wind loadings
 - determine minimum nominal glass thicknesses for various glazing situations affected by human impact
 - identify types of safety glazing materials
 - determine the appropriate safety glazing materials for various glazing situations
 - identify basic installation details for glazing
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Workplace operating procedures and AS 1288:2006 Glass in buildings - Selection and installation (sections 4, 5 and 8)
- AS/NZS 2208:1996 Safety glazing materials in buildings
- AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry
- Qualities and characteristics of glass, including types, qualities, applications and limitations
- Products and processes and current trends and developments in glass and glazing techniques/applications
- Workplace safety system requirements related to the handling and installation of glass

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work requirements for glass and glazing assessment, workplace operating procedures and relevant equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3003 Move block and bulk glass sheet by mechanical means

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers moving block/bulk flat glass by mechanical means in workplaces which are involved in the manufacture, processing and/or installation of sheet glass.

It may include meeting local licensing requirements for use of slings and chains where these apply.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|----------------------|-----|--|
| 1 | Prepare for the task | 1.1 | Work requirements in the form of type and quantity of glass to be relocated are identified from work instructions |
| | | 1.2 | Work health and safety(WHS) requirements for movement of bulk/block glass sheet by mechanical means, including personal protective equipment, are observed throughout the work |
| | | 1.3 | Blocks of glass sheet to be moved are identified and weight estimated or calculated |
| | | 1.4 | Appropriate mechanical handling equipment is identified |
| | | 1.5 | Risks to self, others, material and equipment are identified |

- arising from the required lifting, load carrying, set down or movement of the glass
- 1.6 Equipment and controls, including emergency stops and guards, are identified and checked for safe operation, and any damaged or worn parts reported to appropriate personnel
 - 1.7 Glass is checked for imperfections and damage prior to movement
- 2 Plan glass movement
- 2.1 Locations for glass storage are identified and routes to be followed determined
 - 2.2 Required clearances are compared to available space and adjustments made
 - 2.3 Process for relocating glass is planned, including predicting and planning for potential difficulties
 - 2.4 Proposed process is checked against advisory standards and workplace procedures for compliance
- 3 Relocate glass
- 3.1 Equipment is operated in accordance with approved advisory standards, manufacturer instructions, workplace procedures and WHS requirements
 - 3.2 Planned process and route are followed and glass relocated without damage to material and equipment or injury
 - 3.3 Glass is labelled and stored following workplace procedures ensuring there are no projections
 - 3.4 Relocation is checked to see that it meets work requirements, and any differences are reported
- 4 Complete work
- 4.1 Waste and scrap material are removed for disposal or recycling, as required
 - 4.2 Work area is cleaned and rubbish disposed of, as appropriate
 - 4.3 Handling equipment is cleaned, maintained and stored according to workplace procedures
 - 4.4 Workplace documentation is completed, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Block/bulk glass sheets include: | <ul style="list-style-type: none">• end caps• cased or factory run size (FRS) blocks• large glass panels• annealed or laminated glass |
| Mechanical handling equipment include: | <ul style="list-style-type: none">• gantry cranes up to 4.9 safe working load (SWL)• block grabs• slings and chains (AS 1418 Set:2009 Cranes, hoists and winches Set, and licensing requirements for use of slings and chains should be considered) |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices for overhead lifting:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• safety footwear• hard hats• aprons and overalls• Bolero and harness |

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFGG3003C Move block/bulk glass sheet by mechanical means.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3003 Move block and bulk glass sheet by mechanical means

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use personal protective safety apparel and follow safety regulations for overhead lifting
- Safely use gantry cranes up to 4.9 SWL, complying with relevant standards and regulations
- Use block grabs, slings and/or chains for lifting blocks or end caps of glass sheets
- Calculate the weight of glass and safely load and secure glass
- Relocate blocks and/or end caps of glass sheets by grabs, slings and/or chains up to 2 tonnes, complying with AS 1418 Set:2009 Cranes, hoists and winches Set and licensing requirements, where applicable
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements, and the behaviour of block glass sheet when lifted and moved
- Work flow requirements in relation to the movement of glass by mechanical means
- Principles, requirements and techniques of moving block glass sheet by mechanical means
- Workplace safety system requirements related to the moving of block glass by mechanical means
- Capabilities, operating processes and procedures of mechanical handling equipment

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to mechanical glass handling equipment, glass sheet to be relocated, workplace operating procedures, personal protection equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3004 Process thick glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, shaping, drilling and edging annealed and laminated glass, which is 12 mm thick and over. It involves the planning, preparation and processing of thick glass sheet.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Identify work requirements

- 1.1 Work requirements for processing thick glass, including materials, types of cuts, shapes and edges, processes and quantities required, are identified from work instructions or job order in accordance with workplace procedures
- 1.2 Work health and safety (WHS) requirements, including personal protective equipment, are observed throughout the work
- 1.3 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
- 1.4 Cutting list and quality standards are determined and procedures identified in accordance with workplace

- requirements and industry standards
- 1.5 Glass to be cut, shaped, drilled or edged is selected using information from the work order, including type of glass, thickness, colour and dimensions
 - 1.6 Machines, equipment and settings required to perform the work are identified
- 2 Prepare for work
- 2.1 Sequence of work is planned to ensure processing is conducted in a logical order
 - 2.2 Suitable cutting, shaping, drilling, edging and lubrication methods are selected
 - 2.3 Glass processing table is selected and work surface is cleared of debris and dust
 - 2.4 Work area is cleared of obstructions and potential hazards with cullet bins located close to work area
 - 2.5 Glass is checked for imperfections and damage prior to handling
 - 2.6 Glass to be processed is located in the work area using correct manual handling procedures
 - 2.7 Glass is measured accurately to minimise waste and within specified tolerances according to enterprise standards
 - 2.8 Components and controls of machines, including emergency stops and guards, are identified and tested for working order
- 3 Process glass
- 3.1 Tools and equipment are operated and monitored in accordance with manufacturer instructions and workplace procedures to ensure correct product quality and output
 - 3.2 Glass is processed to required standard in accordance with job order, work instructions and procedures, including the performance of routine lubrication and adjustments of machines/equipment
 - 3.3 Problems occurring during work operations are identified and reported to appropriate persons, and any authorised changes in working procedures followed
 - 3.4 Completed product is inspected for quality of work and repaired, reprocessed or discarded in accordance with workplace procedures

- | | | | |
|---|---------------|-----|---|
| 4 | Complete work | 4.1 | Processed glass is labelled and stored following workplace procedures ensuring there are no projections |
| | | 4.2 | Scraps and off-cuts are removed for disposal or recycling, as required |
| | | 4.3 | Work area is cleaned and rubbish disposed of, as appropriate |
| | | 4.4 | Tools, equipment and unused materials are removed and stored appropriately |
| | | 4.5 | Workplace documentation is completed, as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|---|
| Thick glass includes: | <ul style="list-style-type: none">• annealed sheet and laminated glass for residential and commercial windows and doors greater than 12 mm thick• structural glass |
| Materials include: | <ul style="list-style-type: none">• table tops• shower screens |
| Glass processing includes: | <ul style="list-style-type: none">• cutting• use of portable diamond saws• shaping• drilling and edging (edging may include arising) |
| Tools and equipment include: | <ul style="list-style-type: none">• cutting tables• tungsten wheel glass cutters• speed cutters• circle cutters |

	<ul style="list-style-type: none">• portable diamond saws• L-squares and straight edges• tape measures• marking pens• chinagraph pencils• templates and lubricants
Drilling equipment includes:	<ul style="list-style-type: none">• portable diamond drills• glass drilling machine
Edging tools include:	<ul style="list-style-type: none">• edging stones and hand arrisers• upright belt• handheld belt machines
Glass processing tables include:	<ul style="list-style-type: none">• air flotation tables• roller castor table or tilt table with air flotation or roller castors
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise practices and procedures:<ul style="list-style-type: none">• glass handling gloves• safety glasses• gauntlets• aprons• safety footwear
Workplace procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment required for the handling and processing of glass• workplace instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communications• manufacturer instructions for the use of equipment and materials• quality standards and procedures

Unit Mapping Information

Supersedes and is not equivalent to LMFGG3004C Process thick glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3004 Process thick glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify the materials, patterns/plans, processes, machines, equipment and settings to undertake a glass processing task
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Set up for and prepare to process glass
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass to process glass to specifications
- Complete straight cuts by hand and diamond saws, simple shapes, truncated and radius corners, circles and ovals in annealed and laminated glass 12 mm and over and up to 1.0 m²
- Rough and smooth arrise annealed and laminated glass 12 mm and over by hand and up to 0.5 m²
- Drill holes with diamond drills in annealed glass 12 mm and over and up to 0.5 m²
- Use mathematical ideas and techniques to correctly complete measurements, calculate area, estimate glass requirements and minimise waste
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Identification of glass processing equipment, functions and procedures
- Set-up and operation of glass processing equipment, including procedures for reporting product defects or equipment faults
- Workplace safety system requirements related to glass processing
- Work flow requirements in relation to glass processing

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass sheet/product greater than 12 mm thick; processing facilities/equipment, such as cutting equipment and glass edging/drilling equipment; a work table and appropriate work area; work orders; and appropriate safety and personal protective equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3005 Process glass by semi-automatic machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, drilling, shaping and edging glass by semi-automatic glass processing equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|--|
| 1 Identify work requirements | <div style="margin-left: 20px;">1.1 Work requirements, including glass, types of cuts, shapes and edges, processes and quantities required, are identified from work instructions or job order in accordance with workplace procedures</div> <div style="margin-left: 20px;">1.2 Work health and safety (WHS) requirements, including personal protective equipment, are observed throughout the work</div> <div style="margin-left: 20px;">1.3 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, of the appropriate quality, serviceable and in a safe condition</div> <div style="margin-left: 20px;">1.4 Cutting list and quality standards are determined and procedures identified in accordance with workplace requirements and industry standards</div> |
|-------------------------------------|--|

- 1.5 Glass to be cut, shaped, drilled or edged is selected using information from the work order, including the type of glass, thickness, colour and dimensions
 - 1.6 Semi-automatic machines, related equipment and settings required to perform the work are identified, and information required to be entered into machine to match work requirements or job order is calculated
- 2 Prepare for work
 - 2.1 Technique and sequence of work is planned to ensure processing is conducted in a logical order
 - 2.2 Procedures for monitoring quality of materials, work in progress and finished items are identified in accordance with workplace requirements and industry practice
 - 2.3 Tools, equipment and attachments required for the work are assembled and checked for good working order
 - 2.4 Components and controls of machines, including emergency stops and guards, are identified and appropriate action taken if not in working order
 - 2.5 Information required by machine for required process is entered
 - 2.6 Work area is cleared of obstructions and potential hazards
 - 2.7 Glass to be processed is located in the work area using appropriate handling techniques
 - 2.8 Glass to be processed is checked for imperfections and damage
- 3 Conduct processing operations
 - 3.1 Tools, equipment and tables are operated and monitored in accordance with manufacturer instructions and workplace procedures to ensure correct product quality and output
 - 3.2 Glass is processed to required standard in accordance with job order, work instructions and procedures, including the performance of routine lubrication and adjustments of machines/equipment, if required
 - 3.3 Problems occurring during work operations are identified and reported to appropriate persons in accordance with enterprise procedures, and any authorised changes in working procedures followed
 - 3.4 Completed product is inspected for quality of work and

			repaired, reprocessed or discarded in accordance with workplace procedures
4	Complete work	4.1	Processed glass is labelled and stored following workplace procedures ensuring there are no projections
		4.2	Scraps and off-cuts are removed for disposal or recycling, as required
		4.3	Work area clean-up is completed following workplace procedures
		4.4	Equipment is cleaned and stored according to workplace requirements
		4.5	Tools, equipment and unused materials are removed and stored appropriately
		4.6	Workplace documentation is completed in accordance with workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Glass includes:

- annealed or laminated
- float glass and coated glass
- commercial windows and doors
- architectural glazing
- mirrors and furniture applications

Glass processing includes:

- cutting
- shaping
- drilling and edging

Tools and equipment include:	<ul style="list-style-type: none">• flat felt covered cutting tables• gloves• safety glasses• marking pens• chinagraph pencils• templates and lubricants
Cutting includes:	<ul style="list-style-type: none">• straight line cutting• shape cutting• circle and oval cutting
Edging includes:	<ul style="list-style-type: none">• arrising• flat and mitre grinding• polishing and bevelling
Semi-automatic machines include:	<ul style="list-style-type: none">• milling• washing• semi-automatic straight line and variable angle edgers• semi-automatic straight line annealed and laminated glass cutters• shape cutters• single and double head diamond drill machine
Glass processing tables include:	<ul style="list-style-type: none">• air flotation tables• roller castor table or tilt table with air flotation or roller castors
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gloves• gauntlets• safety glasses• footwear• aprons/overalls
Workplace procedures include:	<ul style="list-style-type: none">• machine manufacturer specifications, operational and maintenance procedures• workplace procedures relating to the setting and operation of computerised glass cutting, shaping, drilling and edging machines• work instructions, including job sheets, cutting lists and plans• safety standards, including personal protective equipment, WHS regulations and enterprise requirements• AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

LMFGG3005C Process glass by semi-automatic and automatic machines replaced by MSFGG3005 Process glass by semi-automatic machines and MSFGG3006 Process glass by automatic machines. Not equivalent.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3005 Process glass by semi-automatic machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify the materials, patterns/plans, processes, machines, equipment and settings to undertake a glass cutting, drilling, shaping and/or edging task with semi-automatic machines
- Apply safe handling requirements for machines, equipment, products and materials, including use of personal protective equipment
- Set up for and prepare to process glass
- Using developing workplace technology related to the processing of glass by semi-automatic machines, including handling aids, tools and equipment
- Using pre-checking and inspection techniques to anticipate processing problems, and avoid re-working and wastage
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Load and position sheets onto semi-automatic cutting, drilling and edging machines and/or tables
- Perform tool and machinery checks and cut given dimensions from stock sheets with minimal wastage/off-cuts
- Drill and edge glass to specification
- Cut shapes from optimisation data
- Remove, pack and store processed glass, including labelling for despatch
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Workplace safety system requirements related to glass processing by semi-automatic machines

- Correct identification of semi-automatic glass processing machines, including their functions and procedures
- Set-up and operation of semi-automatic glass processing machines, including procedures for reporting machine/product defects or equipment faults
- Work flow requirements in relation to glass processing

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to semi-automatic glass processing equipment, an appropriate work area, standard operating procedures, work orders, unprocessed materials, and appropriate safety and personal protection equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3006 Process glass by automatic machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, drilling, shaping and edging glass by automatic glass processing equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|---|
| 1 Identify work requirements | 1.1 Work requirements, including glass, types of cuts, shapes and edges, processes and quantities required, are identified from work instructions or job order in accordance with workplace procedures |
| | 1.2 Work health and safety (WHS) requirements, including personal protective equipment, are observed throughout the work |
| | 1.3 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, of the appropriate quality, serviceable and in a safe condition |
| | 1.4 Cutting list and quality standards are determined and procedures identified in accordance with workplace requirements and industry standards |

- 1.5 Glass to be cut, shaped, drilled or edged is selected using information from the work order, including the type of glass, thickness, colour and dimensions
 - 1.6 Automatic, including computer numerically controlled (CNC) machines, related equipment and settings required to perform the work are identified, and information required to be entered into machine to match work requirements or job order is calculated
- 2 Prepare for work
 - 2.1 Technique and sequence of work is planned to ensure processing is conducted in a logical order
 - 2.2 Procedures for monitoring quality of materials, work in progress and finished items are identified in accordance with workplace requirements and industry practice
 - 2.3 Tools, equipment and attachments required for the work are assembled and checked for good working order
 - 2.4 Components and controls of machines, including emergency stops and guards, are identified and appropriate action taken if not in working order
 - 2.5 Information required by machine for required process is entered
 - 2.6 Work area is cleared of obstructions and potential hazards
 - 2.7 Glass to be processed is located in the work area using appropriate handling techniques
 - 2.8 Glass to be processed is checked for imperfections and damage
- 3 Conduct processing operations
 - 3.1 Tools, equipment and tables are operated and monitored in accordance with manufacturer instructions and workplace procedures to ensure correct product quality and output
 - 3.2 Glass is processed to required standard in accordance with job order, work instructions and procedures, including the performance of routine lubrication and adjustments of machines/equipment, if required
 - 3.3 Problems occurring during work operations are identified and reported to appropriate persons in accordance with enterprise procedures, and any authorised changes in working procedures followed

- | | | |
|---|---------------|---|
| | 3.4 | Completed product is inspected for quality of work and repaired, reprocessed or discarded in accordance with workplace procedures |
| 4 | Complete work | 4.1 Processed glass is labelled and stored following workplace procedures ensuring there are no projections |
| | 4.2 | Scraps and off-cuts are removed for disposal or recycling, as required |
| | 4.3 | Work area clean-up is completed following workplace procedures |
| | 4.4 | Equipment is cleaned and stored according to workplace requirements |
| | 4.5 | Tools, equipment and unused materials are removed and stored appropriately |
| | 4.6 | Workplace documentation is completed in accordance with workplace requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Glass includes:**
- annealed or laminated
 - float glass and coated glass
 - commercial windows and doors
 - architectural glazing
 - mirrors and furniture applications
- Glass processing**
- cutting

includes:	<ul style="list-style-type: none">• shaping• drilling and edging
Tools and equipment include:	<ul style="list-style-type: none">• flat felt covered cutting tables• gloves• safety glasses• marking pens• chinagraph pencils• templates and lubricants
Cutting includes:	<ul style="list-style-type: none">• straight line cutting• shape cutting• circle and oval cutting
Edging includes:	<ul style="list-style-type: none">• arrising• flat and mitre grinding• polishing and bevelling
Automatic machines include:	<ul style="list-style-type: none">• computer-navigated and CNC:<ul style="list-style-type: none">• straight line and shape annealed and laminated glass cutters• laser glass cutters• diamond saws• edgers• bevellers and brilliant cutter• water jet machines
Information requirements of CNC machines include:	<ul style="list-style-type: none">• glass thickness• size• type• stock sheet size• off-cut sizes• print-out information or spreadsheets
Glass processing tables include:	<ul style="list-style-type: none">• air flotation tables• roller castor table or tilt table with air flotation or roller castors
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gloves• gauntlets• safety glasses• footwear• aprons/overalls
Workplace procedures include:	<ul style="list-style-type: none">• machine manufacturer specifications, operational and maintenance procedures• workplace procedures relating to the setting and operation

of computerised glass cutting, shaping, drilling and edging machines

- work instructions, including job sheets, cutting lists and plans
- safety standards, including personal protective equipment, WHS regulations and enterprise requirements
- AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

LMFGG3005C Process glass by semi-automatic and automatic machines replaced by MSFGG3005 Process glass by semi-automatic machines and MSFGG3006 Process glass by automatic machines. Not equivalent.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3006 Process glass by automatic machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Identify the materials, patterns/plans, processes, machines, equipment and settings to undertake a glass cutting, drilling, shaping and/or edging task with automatic machines
- Apply safe handling requirements for automatic machines, equipment, products and materials, including use of personal protective equipment
- Set up for and prepare to process glass
- Using developing workplace technology related to the processing of glass by automatic machines, including handling aids, tools and equipment
- Using pre-checking and inspection techniques to anticipate processing problems, and avoid re-working and wastage
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self and others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Load and position sheets onto automatic cutting, drilling and edging machines
- Perform tool and machinery checks and cut given dimensions from stock sheets with minimal wastage/off-cuts
- Drill and edge glass to specification
- Cut shapes from optimisation data
- Remove, pack and store processed glass, including labelling for despatch
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Workplace safety system requirements related to glass processing by automatic machines
- Correct identification of automatic glass processing machines, including their functions and procedures
- Set-up and operation of automatic glass processing machines, including procedures for reporting machine/product defects or equipment faults

- Work flow requirements in relation to glass processing

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to automatic glass processing equipment, an appropriate work area, standard operating procedures, work orders, unprocessed materials and appropriate safety and personal protection equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3007 Apply and handle films and coated glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing glass surfaces and applying window film and coatings in an enterprise workplace or in a domestic, commercial or automotive application.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking application of window film and coating work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|--|
| 1 Identify work requirements | <div style="margin-left: 20px;">1.1 Work requirements in the form of type and quantity of glass and type and colour/nature of coating/film and related materials are identified from work instructions</div> <div style="margin-left: 20px;">1.2 Work health and safety (WHS) requirements for application of coating/film to glass, including personal protective equipment, are observed throughout the work</div> <div style="margin-left: 20px;">1.3 Tools, equipment, accessories and materials are identified for the application of coating/film in accordance with workplace procedures</div> <div style="margin-left: 20px;">1.4 Materials safety data sheets (MSDS) and/or product</div> |
|-------------------------------------|--|

- application and safety information are read and used to guide work practices
- 1.5 Particular process techniques, time and safety requirements are noted and used to plan work, and the appropriate process for applying coating/film to glass are identified
- 2 Prepare for work
- 2.1 Work sequence is planned in a logical order to suit the job
- 2.2 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
- 2.3 Coating/film to be applied is checked for defects or damage
- 2.4 Surfaces are measured and materials and templates cut without causing damage according to accepted industry methods, materials and procedures
- 2.5 Glass is checked for damage and suitable preparation, and cleaned/prepared using approved methods, materials and equipment following coating/film product manufacturer instructions and/or workplace practices
- 2.6 Any faults/flaws are identified and reported in accordance with workplace procedures
- 2.7 Appropriate workplace documentation is completed and handled, as required, by measuring, cutting and surface preparation outcomes
- 3 Apply coating/film
- 3.1 Equipment and accessories are used to handle the coating/film in accordance with manufacturer and workplace instructions
- 3.2 Surfaces are kept clean and free of contamination according to the specifications and procedures for materials/product used
- 3.3 Problems occurring during operation are identified and reported to appropriate persons in accordance with workplace procedures, and any authorised changes in working procedures and/or requirements followed
- 4 Inspect tinted product and refurbish work area
- 4.1 Glass is inspected and any film faults rectified in accordance with workplace procedures
- 4.2 Australian Standard sticker is applied, if appropriate

- | | | |
|---|---------------|--|
| | 4.3 | Tinted/coating products are removed for storage/further processing as required by workplace procedures |
| 5 | Complete work | <p>5.1 Waste and scrap material are removed for disposal or recycling, as required</p> <p>5.2 Work area is cleaned and rubbish disposed of, as appropriate</p> <p>5.3 Tools, equipment and unused materials are removed and stored appropriately</p> <p>5.4 Appropriate workplace documentation to reflect application and inspection is completed and handled as required by workplace procedures</p> |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Glass includes:**
- annealed, laminated or toughened glass for:
 - automotive

	<ul style="list-style-type: none">• domestic and commercial glass• mirrors• shower screens• furniture glass
Coatings/films include:	<ul style="list-style-type: none">• solar• reflective• tinted• safety• security• decorative film
Materials include:	<ul style="list-style-type: none">• window film• coatings• trim and scraper blades• slip solution• glass cleaner• soft coat glass• hard coat glass• adhesive remover and other consumables (e.g. towel and steel wool)
Tools and equipment include:	<ul style="list-style-type: none">• squeegees and holsters• five-way cutting-in tools• edge bumping gold card tools• hard edge spear cards• screen wiping tools• trim knives• scrapers• scourers• measures• drop sheets• calculator• chamois• steamers• heat guns• flushing units• filter units• hand tools (e.g. pliers, files, screwdrivers and spanners)
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses

Information and procedures include:

- hard hats
- safety footwear
- aprons and overalls
- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- quality and Australian Standards and procedures
- coating/film manufacturer specifications and instructions
- vehicle manufacturer specifications/insurance company instructions/statutory requirements, including Australian Design Rules (ADRs)
- customer requirements

Unit Mapping Information

Supersedes and is equivalent to LMFGG3006C Apply and handle films and coated glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3007 Apply and handle films and coated glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Indicate ideal shapes for accurate pattern making
- Demonstrate a sound knowledge of glass types and the need for care in cutting both film, glass and coating procedures
- Accurately cut film from patterns and trim film on glass correctly handling and processing filmed and/or coated glass products
- Clean all types of glass to ensure it is correctly prepared in accordance with coating/film manufacturer recommendations prior to coating/film applications
- Follow manufacturer guidelines for correct processing procedures for the application of various films and coated products ensuring correct handling, storage and application of the products
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements, for the different types of coated and/or filmed glass
- Work flow requirements in relation to the application of coating/film to glass
- Workplace safety system requirements and relevant technical information for applying coating/film to glass

- Relevant Australian Standards
- Glass film measuring and cutting procedures
- Relevant surface preparation procedures, including cleaning agents and relevant cleaning procedures
- Relevant application methods, including equipment, processes and procedures
- Statutory legislation appropriate to the range of duties, including ADRs

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to film/coating materials, coated and uncoated glass sheet/product for processing, personal protective equipment, cleaning and other consumables, and work orders.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3008 Form glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers operating and monitoring glass forming in kilns for manufacture of customised formed glass products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------|--|
| 1 Identify work requirements | 1.1 Work requirements are identified from work instructions |
| | 1.2 Work health and safety (WHS) requirements relevant to forming glass, including personal protective equipment, are observed throughout the work |
| | 1.3 The process for obtaining materials and moving completed work to the next process is identified |
| | 1.4 Procedures for checking the quality of materials and items produced, working condition of kiln and any other equipment/attachments and the quality requirements for each stage of the forming process are identified |
| | 1.5 Communication with others involved with the work is |

- established and maintained to ensure efficient work flow coordination, personnel cooperation and safety throughout the work
- | | | | |
|---|----------------------------------|-----|---|
| 2 | Prepare for work | 2.1 | Work sequence is planned in a logical order to suit the job |
| | | 2.2 | Kiln, tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition |
| | | 2.3 | Kiln components and controls, including emergency stops and guards, are identified and checked for correct operation |
| 3 | Conduct glass forming operations | 3.1 | Kiln and forming equipment are operated, adjusted and monitored in accordance with workplace procedures to ensure correct product quality and output |
| | | 3.2 | Problems occurring during work operations are identified and reported to appropriate personnel in accordance with workplace procedures |
| | | 3.3 | Authorised changes in working procedures and/or requirements are followed |
| 4 | Complete work | 4.1 | Product is inspected for quality against work instructions, and items that do not meet requirements are re-worked or discarded |
| | | 4.2 | Waste and scrap material are removed for disposal or recycling, as required |
| | | 4.3 | Tools, equipment and unused materials are removed and/or stored, as appropriate |
| | | 4.4 | Work area and kiln are cleaned and rubbish disposed of, as appropriate |
| | | 4.5 | Workplace documentation is completed as required by workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Work instructions include: | <ul style="list-style-type: none">• materials to be used• pattern or mould to be used• process required to complete work tasks• number of sheets to be formed and holding area for completed items• the correct kiln settings for the glass being formed |
| Glass for forming includes: | <ul style="list-style-type: none">• sheet glass• float glass• patterned glass |
| Materials include: | <ul style="list-style-type: none">• float glass• sand and patterning material, such as silicone• dowel• sea shells |
| Tools and equipment include: | <ul style="list-style-type: none">• kiln bed (sand bed screed flat and firm to create the patterns or artwork)• moulds and items for background patterns, such as paint rollers• wire• trowels |

Personal protective equipment includes:

- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFGG3007C Form glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3008 Form glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Complete forming glass of four (4) differing patterns using varying slumping techniques to the capacity of the kiln being used (patterns may be existing moulds or improvised designs)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Correct identification of equipment, processes and procedures for forming glass
- Procedures for reporting materials, product or equipment faults
- Correct operation of kilns
- Workplace safety system requirements related to the forming of glass
- Work flow requirements in relation to forming of glass
- Characteristics of materials used and uses of products produced

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass forming equipment, kiln, an appropriate work area, work order, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3009 Apply patterns and designs to glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying patterns and/or designs to glass surfaces to manufacture decorative glass products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Identify work requirements

1.1 Work instructions are obtained and followed

1.2 Work health and safety (WHS) requirements for application of patterns and designs to glass surfaces, including personal protective equipment, are observed throughout the work

1.3 Tools and equipment suitable to the work method are assembled and the process for applying patterns and designs to glass surfaces identified

2 Prepare for work

2.1 Work sequence is planned in a logical order to suit the job and workplace procedures

2.2 Tools, equipment and materials are selected and checked

- prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
- 2.3 Pattern or design template, if required, is produced from plan or design or drafted from existing design or pattern
 - 2.4 Procedures are identified for checking the quality of materials and items produced and quality requirements for each stage of the application process
- 3 Apply pattern or design to glass surface
 - 3.1 Pattern or design template is applied or glass surface is masked, as necessary, with appropriate materials
 - 3.2 Pattern or design is applied to glass surface in accordance with workplace procedures or industry practice
 - 3.3 Problems occurring during operation are identified and reported to appropriate personnel in accordance with workplace procedures, and any authorised changes in working procedures followed
- 4 Complete work
 - 4.1 Product is inspected for quality of work and repaired or discarded, as required, in accordance with workplace procedures
 - 4.2 Waste and scrap material are removed for disposal or recycling, as required
 - 4.3 Work area is cleaned and rubbish disposed of, as appropriate
 - 4.4 Tools and equipment are cleaned and stored following workplace procedures
 - 4.5 Workplace documentation is completed, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Work instructions include:	<ul style="list-style-type: none">• material to be used for application of design or pattern• pattern or plan to be followed• process required to complete work tasks• items to which pattern or design is to be applied• holding area for completed items• the material curing time (if required) for the type of material used and type of glass
Applying patterns and designs includes:	<ul style="list-style-type: none">• chemical etching• sandblasting• screen printing
Tools and equipment include:	<ul style="list-style-type: none">• sandblasting equipment• masking materials• templates• etching chemicals• screen printing equipment
Materials include:	<ul style="list-style-type: none">• annealed glass• laminated glass• toughened glass• mirrors
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear

Information and procedures include:

- aprons and overalls
- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFGG3008C Apply patterns and designs to glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3009 Apply patterns and designs to glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Draw and cut freehand designs
- Set up, process, upload and cut designs from computerised software programs
- Stage sandblasting on glass
- Stage screen printing on glass
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass and materials, including hazards and handling requirements
- Procedures, techniques and means of applying patterns and designs to glass surfaces
- Workplace safety system requirements related to the application of patterns and designs to glass surfaces
- Work flow requirements in relation to other stages of the work process

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to template materials/patterns, masking materials, application equipment, workplace operating procedures, unprocessed glass, personal protective equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3010 Set up and operate glass laminating equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, monitoring and operating glass laminating equipment, including operator maintenance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Work requirements from work instructions are determined |
| | 1.2 Work health and safety (WHS) requirements relevant to operating glass laminating equipment, including personal protective equipment, are observed throughout the work |
| | 1.3 Work sequence is planned in a logical order to suit the job and workplace procedures |
| | 1.4 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, of the required quality, serviceable and in a safe condition |
| | 1.5 Machines, cutting tools and jigs are identified and checked for safe and effective operation, including emergency stops, gauges, guards and controls |

- 1.6 Procedures for checking the quality of materials and items produced, rating system compliance, working condition of equipment and quality requirements for each stage of the laminating process are identified
 - 1.7 Communication with others involved with the work is established and maintained to ensure efficient work flow coordination, personnel cooperation and safety throughout the work
- 2 Set up equipment
 - 2.1 Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
 - 2.2 Trial runs are conducted to check machine operation, accuracy and quality of finished work, and any necessary adjustments made to machine settings
- 3 Conduct glass laminating operations
 - 3.1 Glass to be laminated is prepared for the process in accordance with workplace procedures or industry practice
 - 3.2 Start-up and shutdown procedures for equipment used in the laminating process are completed in accordance with manufacturer instructions or workplace procedures
 - 3.3 Glass flopping and washing procedures are conducted in accordance with manufacturer instructions or workplace procedures
 - 3.4 White room procedures are conducted in accordance with manufacturer instructions or workplace procedures
 - 3.5 White room hoist is operated in accordance with manufacturer instructions or workplace procedures
 - 3.6 Pre-press oven and glass stacker are operated in accordance with manufacturer instructions or workplace procedures to recognised industry standards
 - 3.7 Air lifter is operated in accordance with manufacturer instructions or workplace procedures
 - 3.8 Autoclave is loaded, operated and unloaded in accordance with manufacturer instructions or workplace procedures
 - 3.9 Cutting table is operated to cut glass to required size (if applicable) in accordance with manufacturer instructions or workplace procedures

- | | | |
|---|--------------------------------------|--|
| | 3.10 | Straight line linear machine is operated in accordance with manufacturer instructions or workplace procedures |
| 4 | Complete work and maintain equipment | <p>4.1 Product is inspected for quality of work and items which do not meet quality requirements discarded or returned for reprocessing in accordance with workplace procedures</p> <p>4.2 Completed work is placed in holding area in accordance with workplace procedures</p> <p>4.3 Work area is cleaned and rubbish disposed of, as appropriate</p> <p>4.4 Equipment is cleaned and inspected for serviceability in accordance with workplace procedures</p> <p>4.5 Unserviceable equipment is tagged and faults identified in accordance with workplace procedures</p> <p>4.6 Equipment and tooling is maintained in accordance with workplace procedures</p> <p>4.7 Tools, equipment and unused materials are removed and stored appropriately</p> <p>4.8 Workplace documentation is completed in accordance with workplace requirements</p> |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and

	dangerous goods codes, and local safe operating procedures or equivalent
	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Work instructions include:	<ul style="list-style-type: none">• material to be used• process required to complete work tasks• the type, thickness and colour of the interlayer• number of sheets to be laminated and holding area for completed items• the correct machine heat and pressure settings for the materials being used
Laminated glass includes:	<ul style="list-style-type: none">• safety glass• automotive glass• bullet and bandit resistant glass• patterned laminated glass• insulated glass
Tools and equipment include:	<ul style="list-style-type: none">• glass flopping and washing machines• white room• hoist• pre-press oven• glass stacker• air lifter• autoclave• packing equipment• cutting machine• straight line linear machine• standards stamping equipment, including stamp
Materials include:	<ul style="list-style-type: none">• annealed float• sheet and patterned glass
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and

procedures include:

- equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- AS/NZS 2208:1996 Safety glazing materials in buildings

Unit Mapping Information

Supersedes and is equivalent to LMFGG3009C Set up and operate glass laminating equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3010 Set up and operate glass laminating equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and demonstrate glass flopping and washing operation and procedures
- Identify and demonstrate the white room operation and procedures
- Safely load glass into the pre-press oven and stacker and operate the pre-press oven and stacker during the glass laminating process
- Operate an air lifter and an autoclave
- Safely complete the requirements of the packing area
- Operate a laminating cutting table and carry out post-laminating procedures
- Perform testing, classification and marking of laminated glass in accordance with AS/NZS 2208:1996 Safety glazing materials in buildings
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Procedures for the set-up, operation and operator maintenance of glass laminating equipment
- Glass and window rating systems for noise, fade control and security applications
- Work flow requirements relating to the operation of glass laminating equipment
- Characteristics of materials used and uses of products produced in the glass laminating process

- Workplace procedures for the reporting of material, product or equipment faults
- Workplace safety system requirements related to the operation of glass laminating equipment
- Relevant Australian Standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass laminating equipment, workplace operating procedures, unprocessed materials, personal protective equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3011 Set up and operate glass toughening equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up and operating glass toughening equipment, including operator maintenance of plant and equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|--------------------|--|
| 1 Prepare for work | 1.1 Work requirements are determined from work instructions |
| | 1.2 Work health and safety (WHS) requirements relevant to operating glass toughening equipment, including personal protective equipment, are observed throughout the work |
| | 1.3 Work sequence is planned in a logical order to suit the job and workplace procedures |
| | 1.4 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, of the required quality, serviceable and in a safe condition |
| | 1.5 Machines are identified and checked for safe and effective operation, including emergency stops, gauges, guards and controls |

- | | | | |
|---|--------------------------------------|-----|---|
| | | 1.6 | Procedures for checking the quality of materials and items produced, working condition of equipment, and quality requirements for each stage of the toughening process are identified |
| | | 1.7 | Communication with others involved with the work is established and maintained to ensure efficient work flow coordination, personnel cooperation and safety throughout the work |
| 2 | Set up equipment | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work and any necessary adjustments made to machine settings |
| 3 | Conduct glass toughening operations | 3.1 | Glass to be toughened is prepared for process in accordance with workplace procedures or industry practice |
| | | 3.2 | Glass to be toughened is positioned on furnace load table and stamped with product identification in accordance with workplace procedures or industry practice |
| | | 3.3 | Glass is loaded into furnace in accordance with manufacturer instructions and workplace procedures |
| | | 3.4 | Correct furnace pre-start, start-up and set-up procedures are completed in accordance with manufacturer instructions and workplace procedures |
| | | 3.5 | Furnace operation is monitored and adjustments made, as required, in accordance with manufacturer instructions or workplace procedures |
| | | 3.6 | Problems occurring during work operations are identified and reported to appropriate persons |
| | | 3.7 | Correct furnace shutdown and end of shift procedures are followed in accordance with manufacturer instructions and workplace procedures |
| | | 3.8 | Glass is unloaded from furnace in accordance with manufacturer instructions and workplace procedures |
| 4 | Complete work and maintain equipment | 4.1 | Product is inspected for quality of work and items which do not meet quality requirements discarded or returned for |

- reprocessing in accordance with workplace procedures
- 4.2 Completed work is placed in holding area in accordance with workplace procedures
 - 4.3 Work area is cleaned and rubbish disposed of, as appropriate
 - 4.4 Equipment is cleaned and inspected for serviceability, unserviceable equipment tagged, and faults identified and reported in accordance with workplace procedures
 - 4.5 Equipment is maintained in accordance with workplace procedures
 - 4.6 Tools, equipment and unused materials are removed and stored appropriately
 - 4.7 Workplace documentation is completed in accordance with workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion,

	judgement and problem solving
Work requirements include:	<ul style="list-style-type: none">• material to be used• process required to complete work tasks• required machine settings and adjustments• number of sheets to be toughened and holding area for completed items
Glass toughening equipment includes:	<ul style="list-style-type: none">• equipment and machines for toughening glass involving the controlled heating and cooling of glass
Tools and equipment include:	<ul style="list-style-type: none">• glass washing machines• toughening furnaces
Materials include:	<ul style="list-style-type: none">• clear glass• tinted and patterned annealed glass
Furnace pre-start, start-up and set-up procedures include:	<ul style="list-style-type: none">• operating controls• lift• pump• furnace lever• furnace rollers• quench potentiometer• fans• dampers• actuators• inlet veins• gearboxes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• AS/NZS 2208:1996 Safety glazing materials in buildings

Unit Mapping Information

Supersedes and is equivalent to LMFGG3010C Set up and operate glass toughening equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3011 Set up and operate glass toughening equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify the features of the glass toughening process, including the principles, purpose and properties of toughened glass
- Identify the procedures required in the glass toughening process
- Perform pre-inspection and preparation procedures on glass for toughening and safely load and operate a glass toughening furnace
- Perform testing, classification and marking of toughened glass in accordance with AS/NZS 2208:1996 Safety glazing materials in buildings
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Correct procedures for the set-up, operation and operator maintenance of glass toughening equipment
- Work flow requirements relating to the operation of glass toughening equipment
- Workplace procedures for the reporting of material, product or equipment faults
- Characteristics of materials used and uses of products produced in the glass toughening process
- Correct identification of relevant equipment, processes and procedures

- Workplace safety system requirements related to the operation of glass toughening equipment

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass toughening equipment, workplace operating procedures, unprocessed materials, personal protective equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3012 Set up and operate glass mirroring equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up and operating glass mirroring equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work requirements are determined from work instructions
		1.2	Work health and safety (WHS) requirements relevant to operating glass mirroring equipment, including personal protective equipment, are observed throughout the work
		1.3	Work sequence is planned in a logical order to suit the job requirements and workplace procedures
		1.4	Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, of the required quality, serviceable and in a safe condition
		1.5	Machines are identified and checked for safe and effective operation, including emergency stops, gauges, guards and controls

- 1.6 Procedures for checking the quality of materials and items produced, working condition of equipment and quality requirements for each stage of the mirroring process are identified
 - 1.7 Communication with others involved with the work is established and maintained to ensure efficient work flow coordination, personnel cooperation and safety throughout the glass mirroring process
 - 1.8 The processes for obtaining materials and moving completed work to the next process are identified
- 2 Prepare glass for mirroring
 - 2.1 If applicable, existing mirror is removed by acid washing, cleaning and/or polishing
 - 2.2 Glass to be mirrored is washed with detergent in accordance with workplace procedures or industry practice
 - 2.3 Glass to be mirrored is rinsed with demineralised water in accordance with workplace procedures or industry practice
- 3 Conduct glass mirroring operations
 - 3.1 Tinning solution is applied in accordance with workplace procedures or industry practice
 - 3.2 Glass is rinsed with demineralised water in accordance with workplace procedures or industry practice
 - 3.3 Mirror solution is applied to glass in accordance with workplace procedures or industry practice
 - 3.4 Glass is washed and blow dried in accordance with workplace procedures or industry practice
 - 3.5 Backing paint is applied in accordance with workplace procedures or industry practice
- 4 Complete work
 - 4.1 Product is inspected for quality of work and items which do not meet quality requirements discarded or returned for reprocessing in accordance with workplace procedures
 - 4.2 Completed work is placed in holding area in accordance with workplace procedures
 - 4.3 Work area is cleaned and rubbish disposed of, as appropriate
 - 4.4 Equipment is cleaned and inspected for serviceability and stored in accordance with workplace procedures, unserviceable equipment tagged, and faults identified and

reported in accordance with workplace procedures

- 4.5 Tools, equipment and unused materials are removed and stored appropriately
- 4.6 Workplace documentation is completed in accordance with workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Work requirements include: | <ul style="list-style-type: none">• material to be used• process required to complete work tasks• number of sheets to be mirrored and holding area for completed items |
| Glass mirroring involves: | <ul style="list-style-type: none">• processes and equipment to mirror glass for the manufacture of mirrors and other glass products |
| Tools and equipment include: | <ul style="list-style-type: none">• semi-automatic and computer-navigated mirroring equipment• buffing and cleaning tables• spray booths |

	<ul style="list-style-type: none">• copper plating electrodes• extractor fans• dual nozzle spray guns• compressors• solution containers• heated drying racks• water distiller• mirroring formulas• tinning solution• backing paint• stripping acid tanks for re-mirroring
Materials include:	<ul style="list-style-type: none">• annealed glass• sheet glass• laminated glass• toughened glass
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls• respiratory masks
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• relevant Australian Standards

Unit Mapping Information

Supersedes and is equivalent to LMFGG3011C Set up and operate glass silvering equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3012 Set up and operate glass mirroring equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare mirroring formulae
- Perform equipment checks and set up and prepare mirroring equipment
- Clean and prepare glass for mirroring
- Apply tinning, mirroring and copper solutions on glass, dry and apply packing paint
- Strip, buff, clean, prepare and re-mirror mirrors
- Handle and store mirrors
- Clean solution tanks, lines, spray guns and equipment after use
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Correct procedures for the planning, preparation, operation and completion of glass mirroring operations
- Work flow requirements in relation to the operation of glass mirroring equipment
- Workplace procedures for the reporting of material, product or equipment faults
- Relevant Australian Standards
- Correct identification, handling and storage requirements for hazardous chemicals
- Characteristics of materials used and uses of products produced by glass mirroring operations

- Workplace safety system requirements related to the operation of glass mirroring equipment

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass mirroring equipment, demineralised water, acid, mirroring chemicals, backing paint, workplace operating procedures, unprocessed materials, personal protective equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3013 Set up and operate insulated glass unit (IGU) manufacturing equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up and operating IGU manufacturing equipment to process two sheets of glass that are separated by a spacer, and sealed to form an airtight unit and conducting associated quality testing.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Prepare for work | 1.1 | Work requirements are determined from work instructions |
| | | 1.2 | Work health and safety (WHS) requirements relevant to operating insulating glass equipment, including personal protective equipment, are observed throughout the work |
| | | 1.3 | Work sequence is planned in a logical order to suit the job requirements and workplace procedures |
| | | 1.4 | Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, of the required quality, serviceable and in a safe condition |
| | | 1.5 | IGU machines, tools and equipment are identified and |

- checked for safe and effective operation, including emergency stops, gauges, guards and controls
- 1.6 Procedures for checking quality of materials and items produced, rating system compliance, working condition of equipment, and quality requirements for each stage of the IGU manufacturing process are identified
 - 1.7 Communication with others involved with the work is established and maintained to ensure efficient work flow coordination, personnel cooperation and safety throughout the insulated glass manufacturing process
- 2 Set up equipment
- 2.1 Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
 - 2.2 IGU spacers are cut and sorted into order of run in accordance with workplace procedures
 - 2.3 The desiccant hygroscopic substance that induces or sustains a state of dryness (desiccation) to be used in process is tested in accordance with industry standards and workplace practices
 - 2.4 Trial runs are conducted to check machine operation, accuracy and quality of finished work, and any necessary adjustments made to machine settings
- 3 Conduct IGU manufacturing operations
- 3.1 Glass sheets are loaded into IGU machine using the appropriate mechanical handling equipment
 - 3.2 IGU spacers are assembled in accordance with specification/order and workplace procedures
 - 3.3 IGU machine is operated to wash and dry glass and to press the unit
 - 3.4 Unit is unloaded from IGU machine and relocated for sealing using appropriate mechanical handling equipment in accordance with workplace practices
 - 3.5 Primary and secondary seal equipment is operated in accordance with workplace procedures
 - 3.6 Testing for water vapour (dewpoint) and integrity of sealing (moisture) is conducted in accordance with workplace procedures

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| | | 3.7 | Serviceable units are labelled and stored in accordance with industry standards and workplace procedures, with items not meeting quality requirements being discarded or returned for reprocessing in accordance with workplace procedures |
| 4 | Complete work and maintain equipment | 4.1 | Work area is cleaned and rubbish disposed of, as appropriate |
| | | 4.2 | IGU machine is cleaned and inspected for serviceability in accordance with workplace procedures |
| | | 4.3 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| | | 4.4 | Equipment and tooling are maintained in accordance with workplace procedures |
| | | 4.5 | Tools, equipment and unused materials are removed and stored appropriately |
| | | 4.6 | Documentation is completed in accordance with workplace requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health

	regulations, manual handling procedures and organisation insurance requirements
Work requirements include:	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving• material to be used• process required to complete work tasks• the required size of the units• number of IGUs required and holding area for completed items
Tools and equipment include:	<ul style="list-style-type: none">• cutting equipment (e.g. saws)• spacer preparation equipment (appropriate size)• sieve machine and desiccant equipment• primary seal equipment• secondary seal equipment• basic hand tools (e.g. screwdrivers and scrapers)• mechanical handling equipment
Materials include:	<ul style="list-style-type: none">• customer requirements for glass (annealed, toughened or laminated)• corner keys for spacers• appropriate primary (polyisobutylene) and secondary sealant (polysulphide)• separation paper
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hearing protection• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• Australian Standards:<ul style="list-style-type: none">• AS 1288:2006 Glass in buildings - Selection and installation.• AS/NZS 2208:1996 Safety glazing materials in

buildings

- AS/NZS 4666:2000 Insulating glass units
- AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

Supersedes and is equivalent to LMFGG3012C Set up and operate insulated glass unit manufacturing equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3013 Set up and operate insulated glass unit (IGU) manufacturing equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare, set up, manufacture and conduct the appropriate quality testing of five (5) differing IGU patterns to the capacity of the IGU machine
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Correct procedures for the set-up, operation and operator maintenance of IGU manufacturing equipment
- Glass and window rating systems for insulation applications
- Work flow requirements relating to the operation of IGU manufacturing equipment
- Characteristics of materials used and uses of products produced in the IGU manufacturing process
- Relevant workplace procedures for the reporting of material, product or equipment faults
- Workplace safety system requirements related to the operation of IGU manufacturing equipment
- Relevant Australian Standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to IGU manufacturing equipment, workplace operating procedures, unprocessed materials, personal protective equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3014 Construct and repair leadlight panels

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and repairing leadlight panels and may involve restoration and conservation of historically important stained glass and leadlighting works. It includes measuring, design and selection of materials and tools, and disassembly/assembly, weatherproofing and polishing of leadlight panels.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 Identify work requirements | 1.1 Purpose of the leadlight panel is established, including performance requirements in terms of safety, quality and function |
| | 1.2 Research is conducted, where necessary, to establish if leadlight panels to be repaired are historically important |
| | 1.3 Construction method and materials to be used in the panel to be constructed or repaired are identified |
| | 1.4 Leadlight panel to be repaired is inspected to identify faults and any faults found compared with customer requirements and any previous identified faults |

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| 2 | Plan leadlight panel construction/repair | 2.1 | Plan or design of leadlight panel to be constructed/repared is analysed to identify work requirements, methods and/or specifications |
| | | 2.2 | Work health and safety (WHS) requirements for construction and repair of leadlight panels, including personal protective equipment, are observed throughout the work |
| | | 2.3 | Work sequences are identified and a personal work plan is developed, when required, compliant with workplace procedures |
| | | 2.4 | Steps or stages in construction/repair are planned, noting check points for (any) measurements and tests |
| | | 2.5 | Approval of work construction plan is obtained as required by workplace procedures and a suitable work area identified |
| 3 | Identify suitable materials and equipment | 3.1 | Tools and equipment are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition |
| | | 3.2 | Leadlight construction materials are selected according to specification of performance requirements, proposed use, cost and availability of materials, if required, matching the original texture, colour, thickness and opacity of the stained glass |
| | | 3.3 | Equipment suitable for working the chosen material is identified |
| 4 | Construct/repair the leadlight panel | 4.1 | Plan is followed to construct/repair the leadlight panel, including any special requirements for historically important works |
| | | 4.2 | Checks are conducted at the identified points |
| | | 4.3 | Modifications are identified and recommended within workplace procedures |
| | | 4.4 | Modifications to the plan are documented and appropriate approvals are sought in accordance with workplace procedures |
| 5 | Complete work | 5.1 | Leadlight panel is inspected for quality of work and repaired or reconstructed, as required, in accordance with workplace procedures |
| | | 5.2 | Material which can be re-used is collected and stored |

- 5.3 Waste and scrap material are removed for disposal or recycling, as required
- 5.4 Work area is cleaned and rubbish disposed of, as appropriate
- 5.5 Equipment is cleaned and stored according to workplace requirements
- 5.6 Workplace documentation is completed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Repair methods include: | <ul style="list-style-type: none">• re-leading• strap repair and lead lifting• restoration and conservation of historically important stained glass and leadlighting works |
| Tools and equipment include: | <ul style="list-style-type: none">• timber benches• light boxes• glass grinders |

	<ul style="list-style-type: none">• lead knives• lead vice• lathekins• farrier's nails• glass cutters• grozing and small running pliers• soldering irons and bits• suede• cleaning and polishing brushers and pickers
Leadlight construction materials include:	<ul style="list-style-type: none">• coloured/plain glass panels• patterns/templates• timber lathes• ornamental fittings• lead came• solder and fluxes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• safety footwear
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• quality and Australian Standards and procedures

Unit Mapping Information

Supersedes and is equivalent to LMFGG3013C Construct and repair leadlight panels.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3014 Construct and repair leadlight panels

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret work order/job instruction to identify requirements and plan the process to construct/repair leadlight panels
- Select and use appropriate materials and processes for the panel being constructed/repairs optimising glass sizes for economical cutting and assembling of required materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- End use of leadlight panels and required safety, quality and structural standards
- Characteristics, including hazards and workplace safety system requirements, associated with the materials used in leadlight panel construction
- Operation of tools and equipment used in constructing/repairing leadlight panels
- Research techniques to establish the historical importance of stained glass and leadlighting works
- Processes and procedures involved in the construction/repair process of leadlight panels, including historically important works
- Impact of design features of the leadlight panel on purpose, materials and construction
- Relevant Australian Standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to leadlight panels for repair or plans for new panels, glass, leadlighting materials, personal protective equipment and work instructions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3015 Fabricate and install shower screens and wardrobe doors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, fabricating and installing shower screens and wardrobe doors fitted with safety vinyl backed mirror or textured vinyl coated board in residential and commercial locations.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Identify work requirements

- 1.1 Work requirements for the type of shower screen/wardrobe door to be fabricated and installed are identified from work instructions, including the identification of its pattern or plan
- 1.2 Work health and safety (WHS) requirements for fabrication and installation of shower screens and wardrobe doors, including personal protective equipment, are observed throughout the work

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| | | 1.3 | The process for fabricating and installing shower screens and wardrobe doors is identified |
| | | 1.4 | Glass fixing method and joining devices or materials are identified in accordance with specifications or type of materials to be used and Australian Standards |
| | | 1.5 | Quantities of materials required are calculated from plans/work instructions or by measuring the fixture opening |
| | | 1.6 | Tools and equipment appropriate to the fixing method are identified |
| 2 | Prepare for work | 2.1 | Work sequence is determined in a logical order to suit the job and workplace procedures |
| | | 2.2 | Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition |
| | | 2.3 | Components of the shower screen/wardrobe door are checked against specifications or job order for size, quantity, finish and profile |
| 3 | Fabricate and install shower screen/wardrobe door | 3.1 | If required, aluminium frame is fabricated in accordance with workplace procedures or industry practice |
| | | 3.2 | Fittings are attached to screen in accordance with workplace procedures or industry practice |
| | | 3.3 | Shower screen/wardrobe door is installed in shower opening/wardrobe in accordance with workplace procedures or industry practice |
| | | 3.4 | Shower screen is waterproof sealed in accordance with workplace procedures or industry practice |
| 4 | Complete work | 4.1 | Shower screen/wardrobe door is inspected for quality of work and repaired, re-fabricated or reinstalled, as required, in accordance with workplace procedures |
| | | 4.2 | Material which can be reused is collected and stored and waste and scrap material are removed for disposal or recycling, as required |
| | | 4.3 | Work area is cleaned and rubbish disposed of, as |

appropriate

- 4.4 Tools, equipment and unused materials are cleaned and removed and stored appropriately
- 4.5 Workplace documentation is completed in accordance with workplace requirements including calculating the cost of glass, fittings, materials and labour

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Shower screens are glass panels and include:**
- framed
 - semi-frameless and frameless screens
 - sliding screens
 - pivot screens and returns
- Materials include:**
- aluminium shower screen and wardrobe extrusions
 - laminated
 - toughened and organic coated glass
 - vinyl backed mirror
 - textured vinyl board

	<ul style="list-style-type: none">• glazing and bump rubbers• shower screen• wardrobe hardware• sealants
Tools and equipment include:	<ul style="list-style-type: none">• power saws• pneumatic equipment• hydraulic and manual presses• tooling• drills• screwdrivers and rubber mallets and general glazing tools• spirit and laser levels
Fittings include:	<ul style="list-style-type: none">• wheels• hinges• handles• pivot blocks• corner blocks• fasteners
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• AS 1288:2006 Glass in buildings - Selection and installation• AS 3740:2010 Waterproofing of domestic wet areas

Unit Mapping Information

Supersedes and is equivalent to LMFGG3015C Fabricate and install shower screens and wardrobe doors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3015 Fabricate and install shower screens and wardrobe doors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure for fabrication and installation of two (2) of the following in accordance with AS 3740:2010 Waterproofing of domestic wet areas:
 - sliding shower door
 - pivot shower door
 - semi-frameless and frameless shower screens
- Measure for installation of wardrobe doors:
 - working from product specification data sheets identifying and selecting product materials
 - selecting glass in accordance with AS 1288:2006 Glass in buildings - Selections and installation
 - fabricating frame and sash components, including cutting, tooling and drilling
 - identifying, selecting and installing component hardware, including weather seals, wheels, hinges, guides and handles
 - assembling frames, including glass and gaskets
- Install shower screens and wardrobe doors
- Calculate the cost of shower screens and wardrobe doors
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow requirements in relation to the fabrication and installation of shower screens and wardrobe doors
- Characteristics of materials used and uses of products produced
- Workplace safety system requirements related to the fabrication and installation of shower screens and wardrobe doors
- Correct identification of equipment, processes and procedures
- Relevant Australian Standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to shower screen/wardrobe door glass and mirror, aluminium framing material, fixtures, waterproof sealant, workplace operating procedures, personal protective equipment and a fabrication and installation location.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3016 Fabricate and install residential windows and doors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, fabricating and installing residential windows and doors, including framing, using aluminium, steel, unplasticised polyvinyl chloride (uPVC) and timber materials.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|--|
| 1 Identify work requirements | 1.1 Work requirements in the form of type of residential window or residential door to be fabricated and installed are identified from work instructions, including the identification of its pattern or plan |
| | 1.2 Work health and safety (WHS) requirements for fabrication and installation of windows and doors, including personal protective equipment, are observed throughout the work |
| | 1.3 The process for fabricating and installing windows and doors is identified |

- 1.4 Types and quantities of materials, including glass required, are calculated from plans or work instructions or by measuring the fixture opening in accordance with Australian Standards and industry practice
 - 1.5 Cutting lists are prepared from plans, work instructions or measurements of opening to suit the window or door to be installed
 - 1.6 Fittings, fixings and joining devices or materials are selected in accordance with specifications or type of materials to be joined or fixed and Australian Standards
 - 1.7 Tools and equipment appropriate to the fixing method are identified
- 2 Prepare for work
 - 2.1 Work sequence is determined in a logical order to suit the job and workplace procedures
 - 2.2 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
 - 2.3 Components of the window or door and hardware are checked against specifications or job order for size, quantity, finish and profile
- 3 Fabricate and install window or door
 - 3.1 Materials are measured and marked to cutting list requirements and most economical use of materials
 - 3.2 Materials are cut to cutting list requirements in accordance with workplace procedures or industry practice
 - 3.3 Metal, timber or uPVC components of the window or door are assembled in accordance with recognised industry standards
 - 3.4 Fittings are installed to window or door in accordance with workplace procedures or industry practice
 - 3.5 Window or door is installed in opening using appropriate fixing method in accordance with recognised industry standard
- 4 Complete work
 - 4.1 Installed window or door is inspected for quality of work and repaired, re-fabricated or reinstalled, as required, in accordance with workplace procedures
 - 4.2 Material which can be re-used is collected and stored

- 4.3 Waste and scrap material are removed for disposal or recycling, as required
- 4.4 Work area is cleaned and rubbish disposed of, as appropriate
- 4.5 Tools, equipment and unused materials are cleaned and removed and stored appropriately
- 4.6 Workplace documentation is completed in accordance with workplace requirements, including calculating the cost of glass, fittings, materials and labour

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Residential windows include:

- aluminium or steel sliding
- timber or uPVC framed
- double hung
- casement and awning windows
- louvre windows

Residential doors include:	<ul style="list-style-type: none">• double glazed windows• aluminium or steel sliding• timber framed• hinged• bi-fold doors
Tools and equipment include:	<ul style="list-style-type: none">• assembly benches• hand, drop and up-cut saws• pneumatic equipment• hydraulic and manual presses• frame and sash tooling• copy routers• end millers• crimpers• electric and pneumatic powered drills and screwdrivers• pop rivet guns• heat guns for uPVC• glue guns• general hand tools
Materials include:	<ul style="list-style-type: none">• aluminium alloys and steel• uPVC• hardware• fasteners (screws, pop rivets and knock-downs)• plastics• sealants• tapes• gaskets• flashings• timber• timber reveals
Glass includes:	<ul style="list-style-type: none">• annealed glass• safety glass• patterned glass• tinted• heat reflective• insulated glass units (IGU)
Hardware includes:	<ul style="list-style-type: none">• locks• wheels• stays• hinges• springs and balances and any component required for the operation of residential windows

Personal protective equipment includes:

- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls

Information and procedures include:

- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- Australian Standards:
 - AS 2047:1999 Windows in buildings - Selection and installation; section 6 regarding construction and section 8 on labelling and certification of glass installations
 - AS 1288:2006 Glass in buildings - Selection and installation
 - AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
 - AS/NZS 4666:2000 Insulating glass units
 - AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry
- the Window Energy Rating System (WERS)

Unit Mapping Information

Supersedes and is equivalent to LMFGG3016C Fabricate and install residential windows and doors.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3016 Fabricate and install residential windows and doors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure for the installation of windows and doors and plan work from product specification data sheets and/or specified software programs
- Identify and select product materials, including selection of mullions and transoms in relation to wind loading
- Fabricate frame and sash components from metal and uPVC, including cutting, tooling, routing, milling, drilling and/or crimping
- Identify, select and install component hardware, including weather seals, wheels, stays, hinges, guides and/or locks
- Apply the WERS
- Select and cut glass in accordance with AS 1288:2006 Glass in buildings - Selection and installation and AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- Assemble frames, including glass, gaskets, tapes, sealants, adhesives, fasteners, reveal linings and flashings in accordance with AS 2047:1999 Windows in buildings - Selection and installation (Section 6)
- Label frames in accordance with AS 2047:1999 Windows in buildings - Selection and installation (Section 8) and AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry
- Install residential windows and doors
- Calculate cost of residential windows and doors
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage

- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow requirements in relation to the fabrication and installation of windows and doors
- Characteristics of glass and framing materials used and uses of products produced
- Workplace safety system requirements related to the fabrication and installation of windows and doors
- Correct identification of equipment, processes and procedures
- AS 1288:2006 Glass in buildings - Selection and installation
- AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- AS 2047:1999 Windows in buildings - Selection and installation (Section 6)
- AS 2047:1999 Windows in buildings - Selection and installation (Section 8)
- AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to aluminium or steel framing material, timber framing material, uPVC framing material, door or window glass, fittings and fixing/fasteners, workplace operating procedures, personal protective equipment, and suitable fabrication and installation locations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3017 Fabricate and install commercial glazing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, fabricating and installing flat or curved glass in commercial shopfronts, doors and windows.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify work requirements	1.1	Work requirements in the form of type of glass, frames and the method of fixing are identified from work instructions
		1.2	Work health and safety (WHS) requirements for fabrication and installation of commercial glazing, including personal protective equipment, are identified and observed throughout the work
		1.3	Process for fabricating and installing commercial flat and/or curved glazing is determined
2	Prepare for work	2.1	Work sequence is planned in a logical order to suit the job

- and workplace procedures
- 2.2 Tools, equipment and materials, other than glass and frames, are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
 - 2.3 Type of glass to be fitted and frames are selected to match the customer order
 - 2.4 Glass is checked for type, size and imperfections
 - 2.5 Glass fixing method and appropriate method of glazing are selected
- 3 Identify site conditions and constraints
- 3.1 Site safety hazards are recognised and corrective action taken to reduce injury to self and others
 - 3.2 Other on-site difficulties are identified and corrective action taken in accordance with regulations and enterprise agreements
 - 3.3 Special characteristics of the glass aperture are identified in relation to the effect of the glass fitting process on the finished job
 - 3.4 Covering material is applied, where necessary, to protect existing fixtures and fittings
- 4 Prepare frame
- 4.1 Frame condition is assessed to ensure suitability for glazing in accordance with customer order and Australian Standards
 - 4.2 Defective frames are reported for repair or replacement in accordance with workplace procedures
 - 4.3 Frame is prepared, if required, to receive glass
 - 4.4 Fixing and sealing materials are prepared by mixing or cutting to length, as appropriate
- 5 Fit glass
- 5.1 Glass is fixed to the frame using the selected method and in accordance with recognised Australian and industry standards
 - 5.2 Solvents and sealants are used in accordance with manufacturer recommendations and Australian Standards
 - 5.3 Excess sealing material is removed and the glass and

			frame are cleaned after fixing
6	Complete work	6.1	Completed installation is checked to ensure compliance with customer requirements, specifications and Australian Standards
		6.2	Work area is cleaned and left in a safe condition and rubbish removed from work area and disposed of in accordance with relevant statutory requirements and workplace requirements
		6.3	Tools, equipment and materials are cleaned and stored following workplace procedures
		6.4	Waste and scrap material are removed for disposal or recycling, as required
		6.5	Workplace documentation is completed in accordance with workplace requirements including calculating the cost of glass, fittings, materials and labour

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion,

	judgement and problem solving
Types of glass include:	<ul style="list-style-type: none">• annealed glass• toughened glass• laminated glass• bandit-resistant glass• bullet-resistant glass• heat-reflective glass
Fabrication and installation of commercial glazing includes:	<ul style="list-style-type: none">• the fabrication, assembly, glazing and installation of framed and/or frameless shopfronts and returns, fixed and operable windows, hinged, pivot, sliding and automatic doors• toughened glass assemblies• watertight glazing techniques, including use of silicone• balustrading
Curved glazing includes:	<ul style="list-style-type: none">• cylindrical and non-cylindrical (or 'J') curves used for:<ul style="list-style-type: none">• revolving doors• shopfronts• lifts and foyers• partitions• pool surrounds
Tools and equipment include:	<ul style="list-style-type: none">• assembly benches• drop and up-cut saws• pneumatic tools• hydraulic and manual presses• frame and sash tooling• copy routers• end millers• crimpers• electric and pneumatic powered drills and screwdrivers• pop rivet guns• glue guns• general hand tools
Materials include:	<ul style="list-style-type: none">• all forms of flat and curved glass and acrylic glazing products• plastic• aluminium• steel• solid timber• gaskets• sealants• adhesives
Glass fixing method	<ul style="list-style-type: none">• specifications

- covers:**
- type of glass and frame
 - security requirements
 - sealing methods
 - Australian Standards
- Personal protective equipment includes:**
- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment and personal protective equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures
 - Australian Standards:
 - AS 1228:2006 Glass in buildings - Selection and installation
 - AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
 - AS 2047:1999 Windows in buildings - Selection and installation
 - AS/NZS 2208:1996 Safety glazing materials in buildings
 - AS/NZS 2343:1997 Bullet-resistant panels and elements
 - AS 3555.1:2003 Building elements - Testing and rating for intruder resistance - Intruder-resistant building panels

Unit Mapping Information

Supersedes and is equivalent to LMFGG3017C Fabricate and install commercial glazing.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3017 Fabricate and install commercial glazing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure for the installation of flat and curved commercial windows, shopfronts and doors and work from product specification data sheets and/or specified software programs
- Identify and select product materials that are fit for purpose and fabricate frame and sash components, including cutting, tooling/milling, routing, drilling and/or crimping
- Identify, select and install component hardware, including weather seals, wheels, stays, hinges and concealed overhead closer (COC) pivots, guides and/or locks
- Select and cut glass to AS 1228:2006 Glass in buildings - Selection and installation, and AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- Assemble frames, including glass, gaskets, tapes, sealants, adhesives and fasteners in accordance with AS 2047:1999 Windows in buildings - Selection and installation
- Install framed and frameless commercial windows
- Calculate the cost of commercial windows, shopfronts and doors
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, qualities and characteristics of flat and/or curved glass, including hazards and handling requirements

- Techniques, methods, materials and processes of fabricating and installing commercial glazing
- Curved glass characteristics and uses
- Work flow requirements in relation to the fabrication and installation of commercial glazing
- Relevant Australian Standards
- Application and operation of tools and equipment used
- Correct identification of equipment, processes and procedures
- Workplace safety system requirements related to the fabrication and installation of commercial glazing

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to frames, flat and/or curved glass, fixing materials, sealants, workplace operating procedures and work orders, personal protective equipment and an appropriate work area/site.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3018 Prepare and install architectural engineered glazing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and installing glass in structural and other architectural engineered applications.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify work requirements	1.1	Work requirements in the form of type of glass, frames and the method of fixing are identified from work instructions
		1.2	Work health and safety (WHS) requirements for fabrication and installation of architectural engineered glazing, including personal protective equipment, are identified and observed throughout the work
		1.3	The process for fabricating and installing architectural engineered glazing is identified
2	Prepare for work	2.1	Work sequence is planned in a logical order to suit the job

- and workplace procedures
- 2.2 Tools, equipment and materials, other than glass, acrylic glazing products and frames, are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
 - 2.3 Type of glass and/or acrylic glazing products to be fitted and frames are selected to match the customer order, requirements for security, noise or light control and relevant Australian Standards
 - 2.4 Glass is checked for type, size and imperfections and the appropriate glass fixing method selected to meet specifications
 - 2.5 Ladders and scaffolding to comply with the relevant regulations and standards are identified and erected, where required, for the installation
 - 2.6 Frame or opening is prepared to receive glass
 - 2.7 Fixing and sealing materials are prepared by mixing or cutting to length, as appropriate
- 3 Identify site conditions and constraints
 - 3.1 Site safety hazards are recognised and corrective action taken to reduce injury to self and others
 - 3.2 Any on-site difficulties are identified and addressed in accordance with regulations and enterprise agreements
 - 3.3 Special characteristics of the glass aperture are identified in relation to the effect of the glass fitting process on the finished job
 - 3.4 Covering material is applied, where necessary, to protect existing fixtures and fittings
- 4 Fit glass
 - 4.1 Glass and/or acrylic glazing product is fixed to the frame or opening using the selected method and in accordance with recognised Australian and industry standards
 - 4.2 Solvents and sealants are used in accordance with manufacturer recommendations and Australian Standards
 - 4.3 Excess sealing material is removed and the glass and frame cleaned after fixing
- 5 Inspect final product
 - 5.1 Completed installation is checked to ensure compliance

and clean up work area

with customer requirements, specifications and Australian Standards

- 5.2 Work area is cleaned and left in a safe condition and rubbish removed from work area and disposed of in accordance with relevant statutory requirements and enterprise requirements
- 5.3 Any ladders or scaffolding used in the installation are disassembled and removed
- 5.4 Tools, equipment and materials are cleaned and stored following workplace procedures
- 5.5 Waste and scrap material are removed for disposal or recycling, as required
- 5.6 Workplace documentation is completed in accordance with workplace requirements, including calculating the cost of glass, fittings, materials and labour

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion,

	judgement and problem solving
Types of glass include:	<ul style="list-style-type: none">• annealed glass• toughened glass• laminated glass• wired glass• bandit-resistant glass• bullet-resistant glass• heat-reflective glass• solar controlled glass• spandrel panels
Methods of fixing include:	<ul style="list-style-type: none">• consideration of the specification• type of glass and frame• security requirements• sealing methods• relevant Australian Standards• glazing methods:<ul style="list-style-type: none">• beaded• pocket• flush• channel glazing• structural glazing
Fabricating and installing include:	<ul style="list-style-type: none">• aluminium glazing systems, including planar assemblies, curtain wall systems, spider assemblies and panel wall systems (hung and stacked)• identifying and erecting appropriate ladders and scaffolding
Tools and equipment include:	<ul style="list-style-type: none">• general cutting and glazing tools• electric and pneumatic portable power tools• saws• drills• portable compressors
Materials include:	<ul style="list-style-type: none">• all forms of flat glass and acrylic glazing products• plastic• aluminium• steel• solid timber• gaskets• sealants• adhesives
Preparation includes:	<ul style="list-style-type: none">• cleaning• surface preparation (if required)• checking size against specification

Personal protective equipment includes:

- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls

Information and procedures include:

- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- Australian Standards:
 - AS 1288:2006 Glass in buildings - Selection and installation
 - AS/NZS 2208:1996 Safety glazing materials in buildings
 - AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
 - AS 4285:2007 Skylights
 - AS/NZS 4666:2000 Insulating glass units

Unit Mapping Information

Supersedes and is equivalent to LMFGG3018C Prepare and install architectural engineered glazing.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3018 Prepare and install architectural engineered glazing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure glass for curtain walls, balustrades, suspended and/or overhead glazing
- Select glass to comply with AS 1288:2006 Glass in buildings - Selection and installation, and cut and process glass in accordance with AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- Identify and erect appropriate ladders and scaffolding to comply with the relevant regulations and standards
- Identify and apply glazing, structural sealants and tapes, and install glazing materials and weatherproofing
- Calculate the cost of glass, fittings, materials and labour
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, qualities and characteristics of glass and acrylic glazing products, including hazards and handling requirements
- Techniques, methods, materials and process of preparing and installing structural glazing
- Relevant Australian Standards
- Work flow requirements in relation to the preparation and installation of structural glazing
- Correct application and operation of tools and equipment used

- Identification of equipment, processes and procedures
- Workplace safety system requirements related to the preparation and installation of structural glazing

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to frames, glass and acrylic glazing products, fixing material, sealants, workplace operating procedures and work orders, personal protective equipment and an appropriate work area/site.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3019 Conduct commercial and structural re-glazing

Modification History

Release 1 - New unit of competency

Application

This of competency unit covers replacing glass in commercial, structural and/or architectural engineered applications.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify work requirements	1.1	Work requirements in the form of type of glass, frames and the method of fixing are identified from work instructions
		1.2	Work health and safety (WHS) requirements for fabrication and installation of commercial re-glazing, including personal protective equipment, are identified and observed throughout the work
		1.3	The process for fabricating and installing commercial re-glazing is identified
2	Prepare for work	2.1	Work sequence is planned in a logical order to suit the job

- and workplace requirements
- 2.2 Tools, equipment and materials, other than glass and frames, are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
 - 2.3 Type of glass to be fitted and frames are selected to match the customer order, existing glass type, requirements for security, noise or light control and relevant Australian Standards
 - 2.4 Glass fixing method is selected to meet specifications
 - 2.5 Glass is checked for type, size and imperfections
- 3 Identify site conditions and constraints
- 3.1 Site safety hazards are recognised and corrective action taken to reduce injury to self and others including working at heights and on scaffolding
 - 3.2 Other on-site difficulties are recognised and corrective action taken in accordance with regulations and glazing requirements
 - 3.3 Covering material is applied, where necessary, to protect existing fixtures and fittings
 - 3.4 Special characteristics of the window or door which may affect the finished job are identified and corrective action taken
- 4 Prepare frame and materials
- 4.1 Frame condition, if applicable, is assessed to ensure suitability for re-glazing in accordance with customer requirements and Australian Standards
 - 4.2 Defective frames are reported for repair or replacement in accordance with workplace procedures
 - 4.3 Frame is prepared, if required, to receive glass
 - 4.4 Fixing and sealing materials are prepared by mixing or cutting to length, as appropriate
- 5 Fit glass
- 5.1 Glass is fixed to the frame using the selected method and in accordance with recognised industry procedures and Australian Standards
 - 5.2 Solvents and sealants are used in accordance with manufacturer recommendations and Australian Standards

	5.3	Excess sealing material is removed and glass and frame cleaned after fixing
6	Inspect final product and clean up work area	6.1 Completed installation is checked to ensure compliance with customer requirements, specifications and Australian Standards
	6.2	Work area is cleaned and left in a safe condition and rubbish removed from work area and disposed of in accordance with relevant statutory requirements and enterprise requirements
	6.3	Tools, equipment and materials are cleaned and stored following workplace procedures
	6.4	Waste and scrap material are removed for disposal or recycling, as required
	6.5	Workplace documentation is completed in accordance with workplace requirements, including calculating the cost of glass, fittings, materials and labour

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation

	insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving
Types of glass include:	<ul style="list-style-type: none">• annealed glass• toughened glass• laminated glass• wired glass• bandit-resistant glass• bullet-resistant glass• heat-reflective glass• sputter coated• spandral glass
Methods of fixing include:	<ul style="list-style-type: none">• considering the specification• type of glass and frame• security requirements• sealing methods• relevant Australian Standards• glazing methods:<ul style="list-style-type: none">• pocket• flush• channel glazing• structural and double glazing
Fabrication and installation of commercial re-glazing includes:	<ul style="list-style-type: none">• work involving the on-site installation or replacement of framed and unframed glass for commercial, structural and other architectural engineered applications. This covers:<ul style="list-style-type: none">• commercial windows and doors:<ul style="list-style-type: none">• casement• sash• awning and double hung windows• shopfronts and returns• louvres• hinged, pivot and sliding doors and windows• automatic doors• mirrors• faceted glazing• fin-supported glazing• furniture applications• showcases• sliding tracks and food cabinets• curtain walls• balustrading

	<ul style="list-style-type: none">• structural and suspended glazing• overhead glazing• toughened glass assemblies• aluminium glazing systems, including planar assemblies, curtain wall systems, spider assemblies, panel wall systems (hung and stacked)• Armour-view balustrading• watertight glazing techniques
Tools and equipment include:	<ul style="list-style-type: none">• glass cutters• pliers• hack-out knives• drills• putty knives• tape measures• scaffolding• ladders
Materials include:	<ul style="list-style-type: none">• all forms of flat glass and acrylic glazing products• plastic• aluminium• steel• solid timber• gaskets• sealants• structural silicone• adhesives
Preparation includes:	<ul style="list-style-type: none">• removing any remains of glass and sealants• cleaning• surface preparation, if required• checking size against specification
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs

- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- Australian Standards:
 - AS 1288:2006 Glass in buildings - Selection and installation, Section 9 – Framed, unframed and partly framed glass assemblies
 - AS/NZS 2208:1996 Safety glazing materials in buildings
 - AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass

Unit Mapping Information

Supersedes and is equivalent to LMFGG3019C Conduct commercial and structural re-glazing.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3019 Conduct commercial and structural re-glazing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Safely remove glass from commercial and architectural frames and prepare frame and opening, including clean-up
- Measure glass for commercial projects, doors, show and/or food cabinets, including sliding tracks, shopfronts and returns, architectural, curtain wall, structural and/or overhead glazing
- Select glass to comply with AS 1288:2006 Glass in buildings - Selection and installation – Section 9
- Cut and process glass in accordance with AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- Work at heights and on scaffolding to the relevant regulations and standards
- Apply suitable glazing, structural sealants and tapes
- Calculate the cost of glass, fittings, materials and labour
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, qualities and characteristics of glass, including hazards and handling requirements
- Relevant Australian Standards
- Techniques, methods, materials and process of commercial and structural re-glazing

- Work flow requirements in relation to fitting glass
- Correct application and operation of tools and equipment used
- Identification of equipment, processes and procedures
- Types of silicone products and their use, including structural silicone
- Workplace safety system requirements related to commercial and structural re-glazing
- Regulations and standards for safe working at heights and on scaffolding

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to frames, glass, fixing material, sealants, workplace operating procedures and work orders, personal protective equipment and an appropriate work area/site.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3020 Use static machines for aluminium and unplasticised polyvinyl chloride (uPVC) fabrication

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using a range of machines for fabrication of aluminium and uPVC extrusions and related materials.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify static machines suitable for aluminium fabrication, their operation and safety requirements	1.1	Types of aluminium and uPVC fabrication static machines are identified, including their purpose and limitations
		1.2	Applicable work health and safety (WHS), legislative and organisational requirements relevant to operation of static machines for aluminium and uPVC materials fabrication are verified and complied with
		1.3	The method of operation for static machines is identified in accordance with manufacturer operating instructions
2	Prepare static machines for use	2.1	Fabrication requirements are determined from drawings and specifications in a logical machining order to suit the job, following workplace procedures

- | | | |
|---|--|--|
| | 2.2 | Necessary tools and equipment, including personal protective equipment, are selected and checked prior to use to ensure that they are appropriate for the fabrication process, serviceable and in a safe condition |
| | 2.3 | Extrusions are measured and marked according to drawings and specifications |
| | 2.4 | Machines are set up for the required operating process with fences and guides locked into position in accordance with manufacturer instructions |
| 3 | Operate machine | |
| | 3.1 | Machine start-up procedure is carried out and checked |
| | 3.2 | Extrusions are handled carefully and masked, where necessary, to protect finishes from damage and fed to the machine in accordance with operating procedures |
| | 3.3 | Extrusion is set up and held in place, where applicable, for mobile machinery and moving table operations |
| | 3.4 | Machine is operated in accordance with its designed capacity, job requirements and manufacturer instructions with excess lubricant and cuttings cleaned from extrusions, tools and equipment regularly |
| | 3.5 | Machine shutdown procedure is carried out in accordance with manufacturer instructions after completion of the job and checked for safety |
| 4 | Check machine and attachments for serviceability | |
| | 4.1 | Machine is monitored to determine operation is to performance standards, and any faults rectified and/or reported for further action |
| | 4.2 | Replacement cutters and attachments are fitted and secured in accordance with manufacturer specifications |
| 5 | Complete machining operations | |
| | 5.1 | Tools, equipment and unused materials are cleaned, removed and stored appropriately |
| | 5.2 | Waste and scrap material are removed for disposal or recycling, as required |
| | 5.3 | Work area is cleaned and rubbish disposed of, as appropriate |
| | 5.4 | Workplace documentation is completed, as required, according to workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving

- Aluminium and uPVC fabrication static machines include:**
- mitre saw:
 - single
 - double
 - v-notch saw
 - router:
 - single head
 - triple drilling
 - semi-automatic
 - variable angle end miller
 - beader
 - crimper
 - digital measuring system
 - groover:
 - transom
 - corner
 - reverse butt
 - drills:

	<ul style="list-style-type: none">• vertical• horizontal• uPVC welder• computer numerically controlled (CNC) machines (operation only)
Aluminium and uPVC materials for fabrication include:	<ul style="list-style-type: none">• extruded aluminium:<ul style="list-style-type: none">• window profile• door profile• custom profile• anodised• powder-coated• extruded uPVC:<ul style="list-style-type: none">• window profile• door profile• custom profile
Manufacturer operating instructions include:	<ul style="list-style-type: none">• set-up procedures• start-up and shutdown procedures• location and use of safety switches• tooling requirements• capacity and throughput• tolerances• travel• speed• operating conditions• handling and feeding of materials• safe operation, including guarding on machinery
Tools and equipment include:	<ul style="list-style-type: none">• squares• brushes• spanners• screwdrivers• hammer• clamps• packers• wedges• measuring equipment• feeler gauges
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses

**Information and
procedures include:**

- hard hats
- safety footwear
- aprons and overalls
- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures
- environmental management (waste disposal, recycling and re-use guidelines)

Unit Mapping Information

Supersedes and is equivalent to LMFGG3020A Use static machines for aluminium and uPVC chloride fabrication.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3020 Use static machines for aluminium and unplasticised polyvinyl chloride (uPVC) fabrication

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify the likely impact of various environmental effects on machining aluminium and uPVC, and machine aluminium and uPVC extrusions on a range of static machines to meet specifications
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for machining aluminium and uPVC to meet specified outcomes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards, codes of practice, organisational and site standards, requirements, and policies and procedures relevant to aluminium and uPVC machining terminology and techniques
- Types of aluminium, uPVC extrusions and other materials, their characteristics, properties, uses and limitations
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution in machining of aluminium and uPVC
- Relevant storage systems and labelling

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to machining aluminium and uPVC, personal protective equipment, specifications and work instructions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG3021 Prepare and install mirrors and glass splashbacks

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring, preparing, fabricating and installing mirrors and glass splashbacks in residential and commercial locations.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify and plan work requirements	<div><div>1.1</div><div>Work requirements in the form of type, pattern/plan and quantity of mirrors or glass splashbacks to be prepared and installed are identified from work instructions</div></div> <div><div>1.2</div><div>Work health and safety (WHS) requirements for fabrication and installation of mirrors and glass splashbacks, including personal protective equipment, are observed throughout the work</div></div> <div><div>1.3</div><div>Work sequence is planned in a logical order to suit the job and workplace procedures</div></div> <div><div>1.4</div><div>Quantities of materials required are calculated from plans</div></div>

		or work instructions or by measuring the installation site
	1.5	Fixing and joining devices or materials are selected in accordance with specifications or type of materials to be joined and the surface on which the mirror or splashback is to be installed
	1.6	Tools and equipment suitable to the work method are identified
2	Prepare for work	2.1 Compatible materials, fixings, fasteners, tools and equipment needed to complete the work are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
	2.2	Components of the mirror or splashback are checked against specifications or job order for size, quantity, finish and profile
3	Fabricate and install mirrors and glass splashbacks	3.1 Frame, if required, is fabricated in accordance with workplace procedures or industry practice
	3.2	Mirror or splashback glass is cut to size in accordance with workplace procedures and industry practice
	3.3	Mirror or splashback is edge worked, if required, in accordance with workplace procedures or industry practice
	3.4	Holes, where required, are drilled in frame, mirror or splashback in accordance with the plan, workplace procedures and industry practice
	3.5	Glass splashbacks are finished according to customer specifications
	3.6	Mirror or splashback is installed using appropriate fixing method in accordance with workplace procedures and industry practice
4	Complete work	4.1 Installed mirror or splashback is inspected for quality of work and repaired, re-fabricated or reinstalled, as required, in accordance with workplace procedures
	4.2	Waste, unused and scrap material are removed for disposal or recycling, as required
	4.3	Work area is cleaned and rubbish disposed of, as appropriate

- 4.4 Tools, equipment and unused materials are removed and stored appropriately according to workplace requirements
- 4.5 Workplace documentation is completed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Mirrors include:

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

Glass splashbacks include:

- framed
- frameless
- wall
- return
- toughened (tempered) clear or low iron glass used in:

	<ul style="list-style-type: none">• kitchens• bathrooms• laundries (wet areas)• feature walls
Materials include:	<ul style="list-style-type: none">• timber and metal framing materials• float and vinyl backed mirrors• fixings and fasteners• paint and other finishes for glass splashbacks
Tools and equipment include:	<ul style="list-style-type: none">• tungsten wheel glass cutters• speed cutters• straight edges and squares• plate and running pliers• glass lifting and handling equipment• personal safety equipment• glass edging equipment• diamond drills and saws• water• spirit level• dumpy and laser levels• plumb bobs• chalk lines• tape measures• portable drills• general hand tools• paint and digital print application equipment• light emitting diode (LED) backlighting installation tools
Fixings and fasteners include:	<ul style="list-style-type: none">• adhesive tapes• screws and rosettes• mirror and spring clips• hollow wall fasteners• rawl plugs• cloth and glues• and non-acidic silicones
Hole requirements include:	<ul style="list-style-type: none">• power points• switches• warning lights• other cut-outs in specifications
Splashback finishes include:	<ul style="list-style-type: none">• painted:<ul style="list-style-type: none">• solid• metallic• satin

- sparkle
 - gilded
 - digitally printed images
 - mirrored
 - sandblasted
 - tinted
 - LED back-lit
- Personal protective equipment includes:**
- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment and personal protective equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures
 - Australian Standards:
 - AS 1288:2006 Glass in buildings - Selection and installation
 - AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
 - AS 2047:1999 Windows in buildings - Selection and installation

Unit Mapping Information

Supersedes and is equivalent to LMFGG3021A Prepare and install mirrors and glass splashbacks.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG3021 Prepare and install mirrors and glass splashbacks

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure for mirror and glass splashback installations and cut mirror and glass up to 8 mm, including vinyl-backed
- Carry out edge working
- Prepare walls for installation of mirrors and glass splashbacks
- Construct and fit mirrors and glass splashbacks, which may include frames
- Cut and drill holes in mirrors and glass splashbacks to cut-out specifications
- Identify and use spirit and/or laser levels to set plumb and level lines
- Fit framed and/or unframed, wall, safety and/or security mirrors, including return mirrors with minimal deflection
- Finish and fit glass splashbacks to specification and clean and present finished mirrors and/or glass splashbacks
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow requirements in relation to the processing and installation of mirrors
- Workplace safety system requirements related to the processing and installation of mirrors and glass splashbacks
- Characteristics of materials used and uses of products produced

- Identification of equipment, processes and procedures related to the fabrication and installation of mirrors and glass splashbacks
- Relevant Australian Standards, including minimum proximity of glass splashbacks to gas cooking appliances

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to mirror and splashback specifications, mirrors, aluminium framing material, toughened glass for splashbacks, splashback finishing materials and equipment, fixing/fasteners, workplace operating procedures and word orders, personal protective equipment and an appropriate work area.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4001 Apply standards and codes of practice for the glass industry

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers evaluating glass and glazing requirements for buildings to comply with relevant Australian Standards and codes of practice. It involves determining all aspects of Australian Standards and codes of practice that apply to glass processing and installation. It may be performed in workplaces which are involved in the manufacture, processing and/or installation of glass components and in job roles requiring leadership, judgement and complex problem solving.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Evaluate glass and glazing work requirements	1.1	Work health and safety (WHS) requirements for determining glass and glazing requirements are observed throughout the work
		1.2	Glass and glazing job requirements are identified from workplace documentation, client and specialist specifications, and a technical evaluation conducted
		1.3	Confirmed requirements for compliance with glass and glazing standards in the work are recorded according to

			workplace procedures and requirements
2	Determine application of glass and glazing standards	2.1	Products/types of glass for the job are identified and product supply sources are examined to ascertain current developments, if appropriate
		2.2	Relevant standards are assessed against job requirements
		2.3	Influencing factors are identified and their significance and impact on the end product determined
		2.4	Professional technical advice is sought, if applicable and available, in accordance with workplace procedures
		2.5	Optimal solution to completion of the work is identified and specifications meeting all applicable standards is confirmed
3	Communicate advice	3.1	Solution is converted into detailed work instructions/job specifications in accordance with workplace procedures
		3.2	Other documentation, including any advice/referral to client of other building professionals, is completed in accordance with workplace practices
		3.3	Communication with clients, building professionals and other workers is maintained to ensure all work is carried out to comply with glass and glazing standards

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit scope includes:	<ul style="list-style-type: none">• evaluation of all glass and glazing tasks with a formal and documented process of the Australian Standards requirements• application of:<ul style="list-style-type: none">• AS 1288:2006 Glass and glazing in buildings - Selection and installation• AS/NZS 2208:1996 Safety glazing materials in buildings• AS/NZS 1170:2 2002 Structural design actions (wind loads)• AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass• AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry• National Construction Code (NCC) references to windows and doors in buildings
WHS requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying
Procedures include:	<ul style="list-style-type: none">• work instructions• standard operating procedures• written, verbal or computer-based procedures
Organisational requirements include:	<ul style="list-style-type: none">• 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• ethical standards• recording and reporting• access and equity principles and practices

Unit Mapping Information

No equivalent unit of competency

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4001 Apply standards and codes of practice for the glass industry

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply the full requirements of AS 1288:2006 Glass in buildings - Selection and installation, AS/NZS 2208:1996 Safety glazing materials in buildings, AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass, and AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry, and other industry codes of practice for all aspects of glass processing and installation, including for:
 - stairways
 - suspended balustrading
 - sloped or overhead glass
 - 5-star rated buildings
- Correctly complete measurements, calculate work requirements, optimise glass sizes for application and assembly of required resources
- Use workplace technology, relevant resources and product specifications related to glass and glazing requirements to:
 - determine glass thickness limitations
 - assess the impact of glass shape for determining application
 - identify and calculate aspect ratios
 - understand and apply the principles of wind loadings
 - identify glazing situations affected by human impact, including where activity could generate a high risk of breakage, and where glass could be mistaken for a door
 - determine the appropriate glazing materials, processing and installation methods for various glazing situations, including all types of safety glass
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Workplace operating procedures, AS 1288:2006 Glass in buildings - Selection and installation, AS/NZS 2208:1996 Safety glazing materials in buildings, AS/NZS 1170:2002 Structural design actions (wind loads), AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass, and AS/NZS 4668:2000 Glossary of terms used in the glass and glazing industry, and NCC references to windows and doors in buildings
- The qualities and characteristics of glass, including types, qualities, applications and limitations
- Products and processes and current trends and developments in glass and glazing techniques/applications
- Workplace safety system requirements related to the handling and installation of glass
- Principles of operation of glass processing plant/equipment
- The architecture and location of glass process/production equipment
- Interactions between glass plant items/processes
- Glass product specifications and tolerances

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work requirements for glass and glazing jobs, Australian Standards, workplace operating procedures and relevant equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4002 Use glass industry data systems

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using glass and glazing industry data systems and the use of computer equipment and company or proprietary software for the glass industry. This competency is typically performed by operators working either independently or as part of a work team in job roles requiring discretion, judgement and problem solving.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Use data system and information for work role	1.1	Applicable specialist software for data and workplace information needs is identified and its application to work role determined
		1.2	Data which needs to be entered in the system is accessed and confirmed as accurate
		1.3	Data system is opened and operator logged on for the work
2	Enter and manipulate data	2.1	Data/information is entered in to the system and the system navigated, as required
		2.2	Entered or edited data is checked for accuracy

		2.3	Features of the system are used effectively in the manipulation, processing and presentation of data
		2.4	Data is transferred between applications, linking and embedding related data files, as required
3	Generate reports	3.1	Processed data is generated in the correct format
		3.2	Generated reports and other documentation are checked for accuracy and completeness of information
		3.3	Any data or processing errors are identified and corrected before completion
4	Save data and exit system	4.1	Data is saved and stored in appropriate directory or folder in accordance with organisational procedures
		4.2	File is closed and application exited without loss of data
		4.3	Reports and other data are backed-up in accordance with organisational procedures
5	Respond to problems with the system	5.1	Faults that occur during data entry, processing and outputting are recognised
		5.2	Causes of data processing faults are identified and appropriate action taken
		5.3	Problems are logged and reported as required and in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit scope includes:

- software applications for:
 - glass and glazing quotations, including:
 - material composition (glass colour and thickness)
 - stock size of the inventory
 - quantity of stock sheets used
 - square footage used and cost
 - application of AS 1288:2006 Glass in buildings - Selection and installation, to glass and glazing jobs
 - modular design for glass and glazing work
 - glass and glazing product stock control
 - delivery scheduling
 - glass production reporting
 - Window Energy Rating Scheme (WERS) applications

Unit context includes:

- work health and safety (WHS) requirements, including legislation, material safety management systems, hazardous substances and dangerous goods codes, and organisational safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manufacturers documentation and organisation insurance requirements

Procedures include:

- work instructions
- standard operating procedures
- written, verbal or computer-based procedures

Organisational requirements 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
- 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)

Software features include:

- selecting standard products by code, description or design
- managing complex pricing
- scheduling production of glass products
- scheduling delivery and installation of glass and glazing
- re-cost and 'what-if'

- selecting correct glass based on engineering properties and job specifications
- generating glass designs and geometric shapes, including 3-D, pyramids, barrel vaults, greenhouses, arches and rakes
- estimating environmental efficiency ratings of glass products and installations
- applying Australian Standards for the glass industry
- appointment tracking and reminders
- sales activity
- integration with other applications

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4002 Use glass industry data systems

Modification History

Release 1 - New unit of competency

Performance Evidence

- Use at least three (3) glass and glazing computer applications employing advanced features and import and export capacities for generating:
 - glass designs, including compliance with AS 1288:2006 Glass in buildings - Selection and installation, and WERS
 - production and delivery schedule reports
 - job estimates and quotations
 - inventory and sales reports
- Use the data system correctly and recognise and resolve problems, including the ability to:
 - input and access data to and from the system
 - evaluate the scope and range of data required from the system, in order to support the solution of problems
 - identify the causes and remedies of common problems
 - follow principles of operation of the equipment and software, hazard policies and procedures and work instructions
- Isolate causes of problems to a component of the data system and distinguish between causes of problems, such as:
 - incorrect or misleading data
 - system software faults
 - system equipment faults
- Complete reports and documents to the standard required
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Glass industry software vendor applications and their features
- Computer equipment features and operation
- Principles of operation of glass processing plant/equipment
- Glass installation processes

- Glass product specifications and tolerances
- Glass industry standards and codes of practice
- Stock control and delivery scheduling techniques
- Glass and glazing design principles

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to computers and software applications currently used in the glass and glazing industry, documents or information containing data suitable to demonstrate advanced features of computer applications, and support resources, including online, manuals and training booklets.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4003 Manage glass industry production scheduling

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, monitoring and adjusting schedules to meet operational requirements in a glass industry production operation. It involves communication of production scheduling plans and issues with key personnel. Production schedules may relate to daily, weekly and/or monthly production and involves job roles requiring discretion, judgement and problem solving.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify production outcomes	1.1	Forecast, sales, stock holding and other relevant information is used to identify production requirements
		1.2	Production priorities are identified and confirmed
2	Confirm resources needed to meet production requirements	2.1	Stock levels of raw materials/ingredients, packaging components and consumables are confirmed against production requirements
		2.2	Equipment capacity and human resources to meet production requirements are determined
3	Develop the	3.1	Production schedule is developed to meet demand and

	production schedule		delivery timelines within production capacity and budget
		3.2	Production schedule establishes the stock levels, storage capacity, equipment capacity and product mix to minimise stock and product holdings and maximise production efficiency
		3.3	Communication with other key production personnel is established and maintained
		3.4	Production schedule is recorded and made available to relevant personnel in a timely manner format
4	Monitor production	4.1	Production is monitored to identify any actual or potential barriers to achieving the schedule
		4.2	Resource usage rates are monitored regularly to identify potential shortages
		4.3	Unplanned events that could affect the schedule are identified, assessed and appropriate action plans in place
5	Adjust production schedules	5.1	Production schedules adjustments are assessed to take account of changed conditions and changes to the production schedule negotiated and communicated to relevant key production personnel in a timely manner
		5.2	Resource implications of amended schedules are identified with resources accessed to meet requirements
		5.3	Any potential failure to meet delivery deadlines is identified and communicated to relevant personnel in a timely manner and schedule documentation amended, as required
6	Review production schedule	6.1	Production scheduling process is reviewed to identify opportunities for improvement with variances in production against schedule identified, investigated and reported
		6.2	Personnel responsible for implementing the schedule are consulted to identify improvement opportunities and the scheduling process revised to reflect improvements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit scope includes: | <ul style="list-style-type: none">• the use of planning and systems control software• customer orders and/or market forecasts |
| Work health and safety (WHS) requirements include: | <ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying |
| Procedures include: | <ul style="list-style-type: none">• work instructions• standard operating procedures• production equipment capacity• human resources information• written, verbal or computer-based procedures |
| Organisational requirements include: | <ul style="list-style-type: none">• legal, organisational and site guidelines, policies and procedures relating to own role and responsibility• established communication channels with key production personnel• quality assurance• procedural manuals• quality and continuous improvement processes and standards• ethical standards• recording and reporting• access and equity principles and practices• equipment use, maintenance and storage• environmental management (waste disposal, recycling and |

reuse guidelines)

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4003 Manage glass industry production scheduling

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect and interpret sales and/or market forecast information, such as liaising with sales departments/functions and/or direct contact with customers, to identify production priorities that meet customer/market expectations
- Produce a glass industry production schedule that:
 - confirms production requirements and resource implications
 - establishes and documents the production schedule
 - coordinates implementation of the schedule with key production personnel
 - ensures production schedule is fully communicated and reported to all appropriate production personnel
 - manages unplanned production issues
 - assesses production outcomes against schedule and make required adjustments
- Identify and confirm resource requirements to meet the schedule, such as stock levels, equipment availability and capacity, personnel, storage capacity, and transport, and where required, identify alternate sources of supply for resources in short supply
- Record and communicate the schedule in appropriate formats, such as use of software and communicating information, to meet workplace and audience requirements
- Monitor actual production and materials usage levels against production plan to identify variances and take appropriate corrective action, including assessing the consequences of any adjustments to the schedule for the customer, the company and resource availability
- Adjust the schedule in response to typical and atypical variables affecting achievement of schedule and respond to unplanned events to minimise disruption and optimise efficiency
- Confirm that resources and personnel are available to meet amended schedule and, if not, take action to secure requirements
- Communicate schedule changes to all production personnel
- Follow review procedures to identify opportunities to improve scheduling process
- Use planning and systems control software according to enterprise procedures
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- The role and scope of the scheduling function, including communication methods and channels, flow of information to and from the scheduling process, and the impact of scheduling for related planning, purchasing, production and despatch processes
- Factors to be taken into account in planning the schedule, including interrelationships between :
 - customer requirements
 - stock levels and supply options
 - glass product specifications, tolerances and applicable Australian Standards
 - glass plant capacity to ensure that production quantities and timelines are achievable
 - competencies required by the work process and competencies held by the work team, where relevant
 - product compatibility
 - specific glass plant process operations and interactions between glass plant items/processes
 - transport capacity
 - hierarchy of control and basis of control for glass plant/s
 - supplier capacity and timeframes
- Consequences of failing to meet delivery timelines
- Principles of operation of glass processing plant/equipment
- Interactions between plant units within the entire plant and the architecture and location of the glass process/production equipment
- The characteristics of glass raw materials/ingredients, packaging components and consumables, and production process to determine the most efficient plan to meet production requirements
- Methods used to monitor actual to planned production, such as use of systems software and key performance indicators, where these are collected on a real time basis
- Relevant personnel and departments to be consulted/notified of production schedule and related amendments, including the information relevant to each group/person and recording systems and requirements
- Conditions that can affect achievement of a production schedule, including conditions that are unusual or unplanned, and related options for response
- Options for maximising resource utilisation and minimising waste, including options for alternate resource allocation in response to unplanned events
- Process improvement procedures
- Communication systems and the interactions between plant units within the entire plant
- The architecture and location of the glass process/production equipment
- Specific glass plant process operations

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a scheduling system and associated information and communication systems, a production area and related functions and resources, relevant standard operating procedures, and workplace information recording systems, requirements and procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4004 Perform laser measurement and levelling for glass windows and doors in buildings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using and maintaining laser measuring and levelling devices to check measurements and apply levelling for installation of glass windows and doors in buildings. It involves taking accurate measurements/readings, making calculations for levelling and alignment glass component installation tasks in job roles requiring discretion, judgement and problem solving.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for glass laser measurement and levelling	1.1	Task requirements are determined by inspection of glass window and door components to be installed in a building and following relevant plans, drawings and texts in accordance with the work plan
		1.2	Appropriate laser levelling equipment for the installation job is selected and set up to manufacturer recommendations
		1.3	Levelling is planned in detail including sequencing and prioritising tasks and system requirements

- | | | | |
|---|--|-----|--|
| | | 1.4 | Potential hazards to personnel and other building components at the installation site are identified and prevention and/or control measures are selected in accordance with the work plan |
| | | 1.5 | Individual's roles and responsibilities within the installation team are identified, and where required, assisted with provision of on-the-job training for the tasks |
| 2 | Use laser devices to make measurements | 2.1 | Measurements are taken accurately, interpreted and recorded correctly to standard operating procedures |
| | | 2.2 | Laser levelling devices are operated to manufacturer specifications or standard operating procedures |
| | | 2.3 | Datum point is set up or located |
| | | 2.4 | Readings are taken to datum and at nominated or selected stations, to project specifications |
| 3 | Perform levelling | 3.1 | Levelling realignment calculations are performed using correct and appropriate method for the installation levelling/alignment application |
| | | 3.2 | Glass window and door components are levelled and aligned to specifications using correct and appropriate techniques, and adjustments made to ensure compliance with manufacturer specifications and the work plan |
| | | 3.3 | Glass components are temporarily fixed in the assigned installation positions prior to final measurement |
| | | 3.4 | Final level and alignment inspections are undertaken, any adjustments made and glass components fixed to the building using appropriate fasteners |
| 4 | Complete work | 4.1 | Glass installation rating compliance certificate is completed |
| | | 4.2 | Levelling equipment is closed own and appropriate personnel notified of completed installation in accordance with enterprise requirements |
| | | 4.3 | Work area is cleared of waste, cleaned, restored and secured in accordance with site/enterprise procedures |
| | | 4.4 | Plant, tools and equipment are maintained and stored in accordance with site/enterprise procedures |

- 4.5 Work completion details are finalised in accordance with enterprise procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit scope includes: | <ul style="list-style-type: none">• implementation of procedures and techniques for the safe, effective and efficient management of laser levelling equipment used in installing glass windows and doors• the identification of viable options and the selection of options that best meet the required outcomes• working with others to undertake and complete the application of precise laser levelling during glass component installation in buildings |
| Work health and safety (WHS) requirements include: | <ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying |
| Procedures include: | <ul style="list-style-type: none">• work instructions• standard operating procedures• written, verbal or computer-based procedures |
| Organisational requirements include: | <ul style="list-style-type: none">• legal, organisational and site guidelines, policies and procedures relating to own role and responsibility• quality assurance• procedural manuals |

	<ul style="list-style-type: none">• quality and continuous improvement processes and standards• 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)
Equipment and tools include:	<ul style="list-style-type: none">• dumpy/optical level• rotating laser level• line and dot level• dual beam level• laser square level• other associated levelling and aligning equipment
Levelling and/or alignment procedures include:	<ul style="list-style-type: none">• face and rim, reverse indicator, use of jacking bolts and shimming material, and use of levelling equipment

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4004 Perform laser measurement and levelling for glass windows and doors in buildings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Accurately select, set and use laser levelling devices to obtain and interpret specified measurements
- Maintain and store laser levelling devices
- Read, interpret and follow information on standard operating procedures, manufacturer recommendations, drawings and other applicable reference documents
- Set up levelling equipment and take levelling measurements and perform necessary calculations
- Confirm accuracy of the readings taken, including set up and movement of laser levelling device in two locations
- Level and align a range of glass window and door components for installation in buildings
- Confirm work requirements and specifications and the report work outcomes and problems and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- AS 2047-1999 Windows in buildings - Selection and Installation
- AS1288-2006 Glass in buildings - Selection and Installation
- Terminology and concepts relating to electrical/electronic measurement
- Specifications of a range of commonly used laser levelling devices and their features for application in the glass industry
- Settings and the correct scale for each setting on laser levelling devices and procedures for obtaining accurate measurements
- Levelling device types, characteristics, technical capabilities and limitations
- Maintenance and storage requirements for a range of laser levelling devices
- Principles of levelling and alignment and numerical operations, geometry and calculations/formulae for levelling
- Effects on installed glass window and door components if not correctly levelled and aligned
- Techniques, tools, equipment and procedures to carry out levelling and installation of glass components in buildings

- Hazards and control measures associated with levelling and alignment and relevant safe work practices and procedures
- Use and application of personal protective equipment
- Relevant environmental, WHS legislation and regulations
- Technical drawings and manufacturers manuals
- Shimming and packing materials
- Glass product specifications and tolerances
- Hierarchy of control and basis of control for glass plant/s
- Communication protocols (e.g. radio, phone, computer and paper, permissions/authorities)

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to laser levelling equipment, glass window and door components, work instructions, manufacturer documentation and organisational guidelines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4005 Set up, configure, upgrade and troubleshoot glass and glazing plant and ancillary equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, testing, adjusting, troubleshooting and quality assuring a range of glass and glazing processing plant and equipment. It includes non-numerical control (NC)/computer numerically controlled (CNC) production machines and processes for semi-automatic or automatic operation. Troubleshooting involves using testing equipment to identify problems and take corrective action.

Job roles require discretion, judgement and problem solving with complex technical difficulties resolved in consultation with appropriate technical advisers. Training of plant operators in correct operational procedures and techniques is required.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify plant set-up requirements	1.1	Required specifications for glass processing are identified and interpreted for process application
		1.2	Plant machinery and ancillary equipment are identified and checked for safe and effective operation, including emergency stops, gauges, guards and controls

		1.3	Procedures for checking the quality of glass produced, working condition of equipment, and quality requirements for each stage of the process are identified
2	Set machine/s	2.1	Sequence of glass processing operations is determined and plant machine/s set or programmed accordingly
		2.2	Plant machine/s and programs are adjusted to meet glass product specifications and operational requirements.
		2.3	Plant pre-start, start-up and set-up procedures are completed in accordance with manufacturer instructions and workplace procedures
3	Trial program	3.1	Plant is operated to process glass, observing all safety procedures
		3.2	Sample glass product is checked for compliance with specifications
		3.3	Program editing to change operational sequence, speed and tolerance requirements is undertaken as required to ensure processing conforms to specification
4	Identify abnormal plant and/or process performance	4.1	Tests are conducted to determine if plant machines and ancillary equipment is operating to specification and products produced meet quality standards
		4.2	Signs of equipment or product degradation and impending failure are recognised
5	Identify causes of substandard performance	5.1	Maintenance records are examined to ensure that plant machinery and equipment does not require simple maintenance
		5.2	Calibration records are accessed and equipment tested to determine if plant is operating within calibration
		5.3	All plant and testing variables are evaluated to identify possible causes of substandard performance and equipment isolated using appropriate elimination techniques
6	Rectify plant faults	6.1	Adjustments or corrections for plant and ancillary equipment are assessed and made as required
		6.2	Plant is checked to ensure correct operation
7	Instruct machine	7.1	Operator of set-up and programmed plant is instructed on correct operation of the plant ensuring that all safety

operator

procedures and devices are in place

- 7.2 Operator is monitored to ensure plant is operated correctly and remedial instruction provided where necessary

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit scope includes:

- setting up and programming semi-automatic and automatic machines in glass processing plants
- testing machines, ancillary equipment and processed glass products against operational specifications
- quality assurance of products and identifying faults and out of specification operation of glass plant machinery and ancillary equipment
- rectifying common plant faults or referring complex problems to appropriate technicians
- training plant operators on correct procedures

Work health and safety (WHS) requirements include:

- Commonwealth, state or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

Procedures include:

- work instructions
- standard operating procedures
- written, verbal or computer-based procedures

Organisational

- legal, organisational and site guidelines, policies and

requirements include:	<ul style="list-style-type: none">procedures relating to own role and responsibilityquality assuranceprocedural manualsquality and continuous improvement processes and standardsethical standardsrecording and reportingaccess and equity principles and practicesequipment use, maintenance and storageenvironmental management (waste disposal, recycling and re-use guidelines)
Glass plant/equipment include:	<ul style="list-style-type: none">glass laminating plantglass toughening plantinsulated glass plantglass silvering plantglass printing plantcutting (including water jet), seaming, edge grindingnon-NC and CNC milling

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4005 Set up, configure, upgrade and troubleshoot glass and glazing plant and ancillary equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Comply with all relevant safety requirements, including isolation or shutdown of machines, use of safety and lockout devices, and attachment of appropriate warning tags
- Interpret glass processing machine and ancillary equipment specifications for machine setting and maintenance
- Set-up and edit programs for at least three (3) different types of glass processing plant
- Conduct sample runs of machines and manage quality assurance by checking products against required standards
- Perform normal testing, setting and maintenance of machines, investigate improper operation, and identify and rectify operating problems, including adjustments/rectifications/modifications
- Document and communicate work-related information, including reporting of non-conforming outcomes and other problems
- Instruct machine operator on the correct sequence of operations and processing specifications
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Principles of operation of glass processing plant/equipment
- Interactions between plant units within the entire plant
- The architecture and location of the glass process/production equipment
- Specific glass plant process operations
- Interactions between glass plant items/processes
- Glass product specifications and quality standards
- Hierarchy of control and basis of control for glass plant/s
- Glass and glass processing plant technical specifications and repair manuals
- Principles and techniques of machine setting and adjustment

- Troubleshooting procedures for testing equipment, typical fault conditions and relevant fault finding procedures
- Maintenance and repair processes and techniques
- Workplace procedures and maintenance planning
- Procedures for attaching ancillary device(s) to non-NC/CNC machines
- Measuring devices/techniques for checking glass products
- Effects of changes to cutting feeds and speeds
- Hazards and control measures associated with computer controlled machines, including housekeeping

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glass processing plant and ancillary equipment, relevant setting, operating, testing, maintenance and repair manuals for plant, glass products specifications, and quality standards and organisational procedures.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4006 Operate complex glass processing plant control systems

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers operating a complex glass processing plant control panel utilising control loops and a broad range of control algorithms to control plant areas and multiple products/process streams. It will typically be located in a control room and require managing multiple complex tasks.

The technician/central control room operator takes overall responsibility for the operation of all equipment and processes within the plant area and may include optimisation of the area using the control system.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------------|-----|--|
| 1 | Use operator interface | 1.1 | Keyboards, track ball and monitor and/or stand-alone controllers are used to access control system/panel |
| | | 1.2 | Glass processing task is monitored using the operator interfaces selecting appropriate controller modes |
| | | 1.3 | Historical data and information are accessed as required |

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|---|---|--|
| | 1.4 | Messages and alarms are monitored and acknowledged with appropriate action taken |
| | 1.5 | Advanced control features are accessed and managed as appropriate |
| 2 | Access control information | |
| | 2.1 | Relevant data and information are accessed from the control system by applying systems knowledge |
| | 2.2 | Status of individual pieces of equipment is determine from the control panel readings and the information used to identify potential faults |
| | 2.3 | Fluctuations and variations in process through the interpretation of existing trends and control schematics are minimised |
| | 2.4 | Overall operating effectiveness of the plant area is determine and related to the required targets for the area |
| | 2.5 | Process variations/irregularities to procedures are recoded as necessary |
| 3 | Control process variations and monitor operations | |
| | 3.1 | Historical data on plant operations are used to assist the identification of problems and all available information processed to identify potential faults |
| | 3.2 | Required set point/output changes are undertaken to meet plant area and process requirements |
| | 3.3 | Production is adjusted in response to test results and control panel information |
| | 3.4 | Key process and environmental variables are monitored and appropriate action taken |
| | 3.5 | Controller settings are adjusted in accordance with procedures with advanced control features utilised as appropriate |
| | 3.6 | Plant area is optimised in accordance with guidelines |
| | 3.7 | Calibration operations are made as appropriate |
| | 3.8 | Coordination with stakeholders external to the plant area is undertaken as required |
| | 3.9 | Adjustments and variations to specifications/schedules are recorded and communicated to appropriate personnel |

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|---|--|-----|---|
| 4 | Facilitate planned and unplanned process start-ups and shutdowns | 4.1 | Procedures to planned startup and shutdown processes are selected and applied |
| | | 4.2 | Procedures to unplanned shutdown processes are selected and applied where required |
| | | 4.3 | Required emergency responses are implemented |
| | | 4.4 | Necessary information is communicated to all personnel affected by events |
| | | 4.5 | Required information is logged regularly |
| 5 | Respond to alarms or out of specification conditions and control hazards | 5.1 | System(s) affected by the alarm or condition are identified, prioritised and appropriate action taken |
| | | 5.2 | Alarm or incidents are responded to promptly by following procedures |
| | | 5.3 | Any out of specification material is dealt with in accordance with procedures and the problem/solution communicated to appropriate personnel |
| | | 5.4 | Incident information is recorded as required and details of the alarm and action taken communicated to the next shift at change over |
| | | 5.5 | Incidents are followed up to confirm that appropriate action has been taken |
| | | 5.6 | Hazards in the production/processing work area are identified and the risks arising from those hazards assessed |
| | | 5.7 | Measures to control risks are implemented in line with procedures and duty of care |
| 6 | Resolve other problems within scope of responsibility | 6.1 | Possible problems in equipment, control systems or process are identified to determine problems needing action |
| | | 6.2 | Possible fault causes are established and problems rectified using appropriate solution within area of responsibility |
| | | 6.3 | Initiated control actions are followed through until final resolution has occurred with problems outside area of responsibility reported to designated person |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|---|---|
| Unit scope includes: | <ul style="list-style-type: none">• equipment and unit operations which form part of the glass processing control system, such as:<ul style="list-style-type: none">• process control systems (e.g. distributed control systems)• use of multiple control systems• personal computers• printers• fire and gas detection/protection systems• emergency shutdown systems• communication systems |
| Typical problems for glass processing plant include: | <ul style="list-style-type: none">• operating without advanced control features• loss of power/utilities• analysing failure modes• variation/loss of feed• unstable control of pressure, temperature level and flows• control equipment failure• process plant trips• change in atmospheric conditions (rain, temperature, wind and lightning)• emergency situations |
| Work health and safety (WHS) requirements include: | <ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying |

Alarms or abnormal conditions include:	<ul style="list-style-type: none">• emergencies, including emergency shutdown• partial or complete controller failure
Appropriate action includes:	<ul style="list-style-type: none">• determining problems needing action• determining possible fault causes• rectifying problem using appropriate solution within area of responsibility• following through items initiated until final resolution has occurred• reporting problems outside area of responsibility to designated person
Procedures include:	<ul style="list-style-type: none">• work instructions• standard operating procedures• processing data and requirements• batch sheets• temporary instructions• any instructions provided for the smooth running of the plant• verbal, written or computer-based procedures
Organisational requirements include:	<ul style="list-style-type: none">• 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• WHS procedures• 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)

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4006 Operate complex glass processing plant control systems

Modification History

Release 1 - New unit of competency

Performance Evidence

- Consistently:
 - recognise early warning signs of equipment/processes needing attention or with potential problems
 - determine and analyse the range of possible plant problem causes and the most likely cause
 - take appropriate action to ensure a timely return to full performance
 - recognise obvious problems in related plant areas and make an appropriate contribution to their solution
- Distinguish between causes of problems/alarms/fault indications, such as:
 - instrument failure/malfunction
 - electrical failure/malfunction
 - mechanical failure/malfunction
 - equipment design deficiencies
 - product parameters (temperature, flows, pressure and levels)
 - process control system malfunction
 - power/utility failures
 - software problems
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interactions between control loops
- Interactions between plant units within the entire plant
- The architecture and location of the glass process/production equipment
- Specific glass plant process operations
- Interactions between glass plant items/processes
- Glass product specifications and tolerances
- Systems operating parameters
- System integrity limits

- Process control philosophies and strategies
- Emergency shutdown procedures
- Basic science of upstream and downstream glass processes
- Impact of external factors (e.g. variations in weather and feed)
- Complex process drawings (e.g. piping and instrumentation diagrams (P&ID), probability of failure on demand (PFD) and cause and effect)
- Basis of control for glass processing plant/s
- Instrumentation and control systems, including feed forward, feedback and open control
- Instrumentation and control system components (e.g. relevant primary sensing devices, final control elements, and transducers/transmitters)
- Control loops, including P&ID control, set points, controlled variable and indicated variable
- Interaction between multiple control loops, including cascade control
- Impacts of changing controller settings and the limits within which changes can be made
- Effective communication techniques
- Organisational procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to control systems for glass processing plant and equipment, workplace documentation, procedures and job requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4007 Manage glass processing plant shutdown and re-start

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers the coordination of the shutdown and re-starting of a glass production or processing plant in a safe and efficient manner due to a planned or an unplanned shutdown or emergency situation. It does not apply to individual plant operators shutting down individual production units or following directions during a shutdown and would typically be exercised by the leading plant technician on a shift.

This unit requires the exercise of discretion as the plant technician's responses are governed by the cause of the shutdown and the plant's responses to that. It requires the coordination of all personnel involved in the shutdown to ensure it happens in as orderly a fashion as possible and that the plant is left in the best condition possible for a quick re-start.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Manage shutdown sequence

1.1 Glass plant safety systems are checked and verified to ensure that the unit has been made safe

1.2 The reason for, or cause of, the plant shutdown is identified by troubleshooting the system and utilising all available

		data and information systems
	1.3	Confirmation of the identified shutdown is obtained from operators to verify both the nature and the reliability of the shutdown
	1.4	Procedures are initiated to rectify the fault or shutdown cause through either repair of the operational fault or readjustment before returning the system to start-up status
2	Conduct start-up process	2.1 All start-up permissives are satisfied prior to start-up process being commenced 2.2 Start-up is conducted according to procedures and in a safe and efficient manner, ensuring a return to normal operation is achieved
3	Document shutdown and start-up process	3.1 All logs and workplace documentation relating to the shutdown/start-up process are completed ensuring all details, actions and responses are accurately recorded 3.2 Any further ongoing production problems are recorded and reported to appropriate persons or authority

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Reasons for glass processing plant shutdown include:

- planned (e.g. for maintenance or other planned work)
- unplanned (e.g. in response to a plant upset or equipment failure)
- emergency (e.g. in response to an automatic shutdown sequence or plant trip)

Shutdown includes:	<ul style="list-style-type: none">• shutdown 'to cold' (e.g. complete plant shutdown and purging of all process materials from equipment)• short shutdown to allow minor work 'warm shutdown' (e.g. partial shutdown, with retention of some or all of process materials)• managing a plant trip and restart 'hot shutdown' (e.g. short duration shutdown in response to a plant upset or trip)
Shutdown actions include:	<ul style="list-style-type: none">• coordinating the shift team• implementing emergency procedures• using the permit to work system (for repairs required)• performing all operations according to procedures
Relevant personnel include:	<ul style="list-style-type: none">• panel technicians• outside technicians• technicians seconded to a shutdown role• other relevant personnel
Work health and safety (WHS) requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying
Appropriate action includes:	<ul style="list-style-type: none">• determining problems needing action• determining possible fault causes• rectifying problem using appropriate solution within area of responsibility• following through items initiated until final resolution has occurred• reporting problems outside area of responsibility to designated person
Procedures include:	<ul style="list-style-type: none">• work instructions• standard operating procedures• formulas/recipes• batch sheets• temporary instructions• any instructions provided for the smooth running of the plant• written, verbal or computer-based procedures
Glass plant/equipment include:	<ul style="list-style-type: none">• glass laminating plant• glass toughening plant• insulated glass plant

Organisational requirements include:

- glass silvering plant
- glass printing plant
- cutting (including water jet), seaming, edge grinding and computer numerically controlled (CNC) milling
- 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
- WHS procedures
- 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)

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4007 Manage glass processing plant shutdown and re-start

Modification History

Release 1 - New unit of competency

Performance Evidence

- Consistently:
 - recognise early warning signs of equipment/processes needing attention or with potential problems
 - determine and analyse the range of possible plant problem causes and the most likely cause
 - take appropriate action to ensure a timely return to full performance
 - recognise obvious problems in related plant areas and make an appropriate contribution made to their solution
- Shutdown and re-start a glass processing plant safely and efficiently
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Principles of operation of glass processing plant/equipment
- Interactions between plant units within the entire plant
- The architecture and location of the glass process/production equipment
- Specific glass plant process operations
- Interactions between glass plant items/processes
- Glass product specifications and tolerances
- Hierarchy of control and basis of control for glass plant/s
- Communication protocols (e.g. radio, phone, computer, paper and permissions/authorities)
- Routine glass processing plant problems, faults and their resolution
- Relevant alarms and actions
- Complex process drawings (e.g. piping and instrumentation diagrams (P&ID), probability of failure on demand (PFD), and cause and effect)
- Plant process idiosyncrasies
- Correct methods of starting, stopping, operating and controlling glass processing plants
- Corrective action appropriate to the problem cause
- Function and troubleshooting of major glass processing plant components and their problems

- Process control philosophies and strategies
- Emergency shutdown procedures
- Physics, chemistry and mathematics relevant to the process

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to control systems for glass processing plant and equipment, workplace documentation, procedures and job requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGG4008 Undertake planning and coordination for commercial glazing installation operations

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning and scheduling commercial glazing installation resources, coordinating on-site communications and work ensuring compliance with building codes and standards and glass product quality control.

State and territory legislation should be checked for any required licensing or permits and a construction site supervisor’s safety certificate is essential.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Interpret installation contract documentation to identify operational requirements	1.1	Contract documentation is reviewed to identify all aspects of installation requirements, use of plant and equipment or penalties, variations and costs
		1.2	Principal contractors and architects/engineers for the construction project are consulted to confirm glass installation specifications and timing
		1.3	Subcontractors necessary to complete the installation are determined, where necessary
		1.4	Availability of installation plant and equipment is assessed and confirmed from organisational supplies or other suppliers

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| | | 1.5 | Site access requirements and limitations are identified, including any necessary permits to facilitate entry |
| | | 1.6 | Documentation for authorities controlling construction work is accessed and glass installation dates confirmed |
| | | 1.7 | Procedures for controlling and recording site deliveries are determined and recorded |
| | | 1.8 | On-site labour requirements are determined and documented |
| 2 | Plan installation operations and prepare a project schedule | 2.1 | Installation glass and on-site plant and equipment are scheduled and confirmed |
| | | 2.2 | Installation operations are sequenced and operational details entered into a manual or computer-based project schedule |
| | | 2.3 | Critical path of the installation is defined and revised, as required |
| | | 2.4 | Project timeframes are adjusted to account for other construction activity scheduling |
| | | 2.5 | Installation site and safety plans are developed for coordinating with other building trades and contractors |
| | | 2.6 | Necessary permits for the installation are obtained |
| 3 | Coordinate delivery of glass, installation plant and on-site human resources | 3.1 | On-site plant delivery and placement is checked and supervised |
| | | 3.2 | On-site human resource requirements are managed |
| | | 3.3 | Construction work supervisor and other trades are identified and engaged in meetings and day-to-day contact to coordinate installation activity |
| 4 | Coordinate on-site installation operations | 4.1 | On-site communication is maintained, including communications with clients, contractors, inspectors and suppliers |
| | | 4.2 | Installation work is coordinated to ensure quality outcomes and a safe working environment |
| | | 4.3 | Subcontracted plant operators are supervised |
| | | 4.4 | Site reports of specific supervisory inspections are prepared with any variation requests or requirements |

			communicated to the appropriate person
		4.5	Administrative processes are conducted with reference to relevant regulatory and organisational requirements
5	Manage compliance with installation quality control procedures	5.1	Site checklists detailing specific items to be inspected at appropriate stages are used and completed
		5.2	Industry and organisational quality manuals and procedures are used in managing the quality process with all quality requirements communicated to on-site personnel
		5.3	Regulatory inspections of the completed installation are arranged
		5.4	Contractual quality standards are met

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit scope includes:

- planning and scheduling commercial glass products, installation plant/equipment and human resources for a commercial glass installation project
- communicating with construction senior personnel, such as architects, engineers and primary contractors
- obtaining necessary plans, specifications, permits and other documentation for the installation process
- variations to contracts in time of construction completion
- supervising commercial glass installation including plant, equipment, subcontractors and installation personnel
- liaising with construction site personnel

	<ul style="list-style-type: none">• ensuring quality installation outcomes and safe working environment
Work health and safety (WHS) requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• material safety data sheets (MSDS)• job safety analysis (JSA) forms• hazardous substances and dangerous goods codes and local safe operating procedures• safe working at heights• licensing of crane, scaffolding, rigging and dogging personnel• the use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination of hazardous materials and substances• manual handling, including lifting and carrying
Procedures include:	<ul style="list-style-type: none">• work instructions• standard operating• verbal, written or computer-based procedures
Organisational requirements include:	<ul style="list-style-type: none">• 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• 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)
Planning documentation includes:	<ul style="list-style-type: none">• plans and specifications• project schedules• contracts and subcontracting agreements• applications for permits and service connections• copies of plans, drawings and specifications• environmental applications• parking restriction applications
Project scheduling includes:	<ul style="list-style-type: none">• human resource schedules• glass and other materials delivery schedules• project critical path

	<ul style="list-style-type: none">• project timeframes• schedules of installation plant and equipment delivery and use
Regulatory and organisational requirements include:	<ul style="list-style-type: none">• building approval conditions• contract documents• architect and engineer reports• environmental standards• planning and scheduling• plans and specifications• safety management plans• site consultations• wage and taxation requirements
On-site coordination includes:	<ul style="list-style-type: none">• allocating and managing human resources• applying communication and interpersonal skills to facilitate dispute prevention and resolution• communicating with regulatory authorities and ensuring conformity with relevant requirements• dispersal and scheduling of plant and equipment• maintaining environmental controls and obligations• participating in on-site meetings• liaising with other construction personnel
Quality control includes:	<ul style="list-style-type: none">• checking glass supplied to the site• comparing installation processes against specifications• quality checklists and reporting• regular on-site progress and quality checks• reviews of plans and specifications with clients

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGG4008 Undertake planning and coordination for commercial glazing installation operations

Modification History

Release 1 - New unit of competency

Performance Evidence

- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Access and accurately interpret all contracts, glass specifications and construction reports for an installation project
- Plan a commercial glass installation project with formal schedules and contingency plans
- Coordinate a commercial glass installation, including ordering and scheduling of glass products, other materials, plant and equipment, and human resources
- Maintain the quality of the glass installation
- Check contracts for variation of term (time)
- Comply with state, territory and local government regulations for the on-site activity
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory building and construction codes, standards and government regulations relevant to the glass installation being undertaken
- Glass industry standards, codes of practice and commercial glass handling and installation techniques
- Certification requirements for glass installation work performed under regulations or local authority requirements and processes and timeframes for regulatory approvals
- Contract variation procedures and associated documentation requirements
- Project management and critical path techniques to the organisation of materials, plant and people
- Protocols for construction industry subcontractor and supervisor coordination
- Types of plant and equipment employed in commercial glass installation
- Safety requirements for construction site operations
- Glass product specifications and tolerances
- Communication protocols (e.g. radio, phone, computer, paper and permissions/authorities)

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to commercial glass installation plans, contractual documentation and standards for commercial glass installation work, construction site access, glass installation plant, equipment and personnel.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGN2001 Make measurements and calculations

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers taking measurements and making calculations for furnishing tasks undertaken in a variety of sites and locations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Generic

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---|-----|--|
| 1 | Identify appropriate measurements and equipment | 1.1 | Appropriate measuring equipment for the task is selected |
| | | 1.2 | Measuring units to be used, and the detail required, is identified from work documents |
| | | 1.3 | Measuring equipment condition and calibration is checked to confirm it is fit for purpose |
| 2 | Perform measurements | 2.1 | Range of results that may be obtained is estimated |
| | | 2.2 | Relevant external factors affecting measurement accuracy are identified and taken account of |
| | | 2.3 | Measurements are performed using appropriate techniques |

		2.4	Measurements are compared against the range of expected results
		2.5	Numerical information is checked for accuracy and correctness
3	Perform calculations	3.1	Measurement data to be used for calculations is identified from work instructions
		3.2	Appropriate calculation methods and techniques and tools are determined
		3.3	Calculations are carried out and results checked and confirmed as accurate
		3.4	Material quantities are estimated using relevant standard packaging units
4	Record measurements and calculations as required	4.1	Measuring and calculation results are accurately recorded in the appropriate format
		4.2	Results are recorded to the required level of detail
5	Recognise routine and non-routine problems	5.1	Known faults that can occur during measurement activity are recognised
		5.2	Necessary action on causes of routine faults is identified and taken
		5.3	Any problems are logged as required
		5.4	Non-routine problems are identified and reported to designated person

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- Work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- Measuring and calculating equipment include:**
- rules
 - tapes measures
 - squares
 - callipers
 - weighing scales
 - calculators
 - computers
 - laser or equivalent technology
- Measurements include:**
- quantities of materials
 - size, weight and volume of materials
 - dimensions of products and components
 - size and volumes of installation spaces
 - plans for cutting, drilling and shaping materials
 - placement of templates and production sizing
 - use of analogue, dial, scale and digital readouts
- Calculations include:**
- area
 - perimeter
 - volume
 - mass
 - scales and ratios (ingredients/elements and triangulation)
 - addition
 - subtraction
 - multiplication
 - division
 - percentages
 - staff and other business costs
- Materials include:**
- furniture (timber and composites)
 - resilient, woven and timber flooring materials
 - soft furnishing items
 - liquids used in furnishing manufacture and installation

Routine and non-routine problems include:	<ul style="list-style-type: none">• glass• components (outputs of production processes)• measuring instrument not fit for use (e.g. not within calibration)• appropriate measuring device not available• deviations from normal range of measurement readings• effect of temperature and humidity on material properties• uneven and irregular shaped surfaces
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• standard unit packaging of furnishing materials• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• work documents and logs are to include hard copy and computerised versions

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGN2001 Make measurements and calculations

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work documents correctly
- Plan and organise activities, including selecting and checking appropriate measuring equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate material quantities and spatial size
- Use a range of measuring, calculating and recording devices
- Record results accurately
- Perform calculations accurately and check results
- Work from specific project plans or briefs, determine and cost the material quantities for a minimum of three (3) different furnishing projects
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Purpose and techniques for using measuring and calculating equipment
- Mathematical principles for making basic calculations
- Work documentation for instructions and recording
- Requirements for minimising damage to materials and completed products while undertaking measurement
- Requirements of working with others in a team

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to relevant measuring, calculating and recording equipment, quality standards and enterprise procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGN2002 Move and store materials and products

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers moving, storing and recording stocks of raw materials, goods and finished products for the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Generic

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|---|
| 1 Identify products to be stored and appropriate stock records/inventory systems | 1.1 Materials, goods and products to be stored are identified |
| | 1.2 Potential uses, frequency of use of the materials or frequency of despatch to other work sections or customers are identified |
| | 1.3 Size, shape and special storage requirements are determined |
| | 1.4 Requirements for safe storage are identified and forwarded to appropriate personnel |
| | 1.5 Stock/inventory systems records are maintained |
| | 1.6 Relevant product information, including instructions, care labels and product identification information, are located |

- | | | | |
|---|-------------------------------------|-----|--|
| | | 1.7 | When required, reorder documentation is forwarded to appropriate personnel |
| 2 | Establish storage areas | 2.1 | Storage areas selected meet requirements for storing product type and quantity |
| | | 2.2 | Appropriate workplace clearances for use of storage areas are obtained |
| | | 2.3 | Storage areas are cleared of waste and contaminants and any required safety equipment is installed |
| | | 2.4 | Storage areas are planned to safely and effectively store goods based on frequency of use, safe height, weight and size |
| | | 2.5 | Storage arrangements take into account potential damage to raw materials or finished products from other stored items, handling, rearranging and crushing, scratching or contamination |
| | | 2.6 | Access and working space for safe use by appropriate manual handling equipment, forklifts or safe lifting by personnel is ensured |
| 3 | Move materials | 3.1 | Movement activities are completed as an individual or working directly with others as required by the work tasks |
| | | 3.2 | Roles and related responsibilities for the successful completion of the safe lifting activity are identified and applied |
| | | 3.3 | Materials handling equipment appropriate to the task is selected and used in accordance with regulatory and/or site requirements |
| | | 3.4 | Feedback from others is constructively accepted and acted on to continuously improve team and work performance |
| 4 | Store materials, goods and products | 4.1 | Condition of materials, goods and products is observed on arrival and any product below specification is returned to appropriate work areas |
| | | 4.2 | Workplace health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 4.3 | Materials, goods and products are stored observing any requirements for separation of particular types of |

- hazardous or incompatible materials, goods or products
- 4.4 Materials are stacked appropriately for weight loading, size and crushability of goods or products
- 4.5 Products are located to enable access to frequently required items
- 4.6 Work is undertaken in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
 - WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- Materials include:**
 - perishable and non-perishable inventory required to support production operations
- Materials handling equipment:**
 - is restricted to non-regulated machines and appliances
- Products include:**
 - furniture
 - furnishing items
 - components and other outcomes (outputs of the local production processes)

Tools and equipment include:

- pre-fabricated and fixed shelving
- open and enclosed pallets
- shipping containers
- non-motorised lifting and movement aids

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures includes:

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

Unit Mapping Information

Supersedes and is equivalent to LMFGN2002B Move and store materials and products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGN2002 Move and store materials and products

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Plan and organise activities, including the preparation and layout of the storage site to avoid any backtracking or work flow interruptions
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- Follow work instructions, operating procedures and inspection practices to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Establish and maintain storage areas for:
 - raw materials
 - production outputs
- Use a range of non-regulated materials handling devices
- Collect, organise and understand information related to the movement and storage of materials and products, work orders, plans and safety procedures
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use mathematical ideas and techniques to correctly complete measurements, calculate area, estimate storage requirements and material requirements
- Use checking and inspection techniques to anticipate movement and storage problems, avoid re-working and avoid wastage
- Use workplace technology related to movement and storage, including inventory systems, tools, equipment, and measuring and recording devices

Knowledge Evidence

- Work flow in relation to use of goods and materials in store
- Potential hazards, including fire and explosion risk, security issues and operator safety around products to be stored
- Appropriate controls and safety equipment to manage risk
- Requirements for minimising damage to and maintaining contaminant-free unfinished materials goods and completed products
- Requirements of working with others in a team

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to storage area, manual materials handling equipment, products/materials for storage, safety procedures, regulations, quality standards, and enterprise procedures and all necessary facilities and associated equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGN3001 Read and interpret work documents

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers interpreting work documents, including cutting lists, standards, drawings and specifications, to produce or repair furnishings and to install floor coverings, glass and other furnishing items.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Generic

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------------------------|---|
| 1 Identify document type and purpose | 1.1 Key information is identified, such as title, version, scale, legend and keys |
| | 1.2 Any relevant explanatory or additional information needed to interpret the document is located and evaluated |
| | 1.3 Clarification is sought to confirm the intention of information where necessary |
| 2 Read and interpret the document | 2.1 Information, such as symbols, abbreviations, acronyms and technical terms, are identified and interpreted |
| | 2.2 Document information is compared to component or supplier advice for use of the materials and, where relevant, Australian Standards |

		2.3	Design and style features shown in drawings are identified by industry recognised terms
3	Plan own work sequence	3.1	Work sequence, required tools and equipment, and tasks to be performed are identified from the documents
		3.2	Work sequence is planned, identifying stages where checks against specifications must be made
		3.3	Specifications noted in the work plan are checked for accuracy against the drawings and specifications, and any errors are rectified
4	Maintain document files	4.1	Plans and documents are handled carefully and maintained intact
		4.2	Any explanatory documentation, additional information and/or modification information is kept with the work plan and original documentation according to workplace procedures
		4.3	All documentation is replaced in workplace filing or storage system for retrieval by others, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health

	regulations, manual handling procedures and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving in the reading of work documents and the preparation of work plans• workplaces may be involved in the manufacture or repair of installation of musical instruments; manufacture of domestic or commercial furniture; manufacture and installation of kitchen and bathroom cabinets, furniture components, picture frames, soft furnishings, floor covering and finishing, and glass and glazing
Work documents to be considered include:	<ul style="list-style-type: none">• relevant Australian Standards• the work to be completed• the equipment and tools to be used• the items to be produced or repaired• drawings• cutting lists• job specifications and architect/builder plans or equivalent• manufacturer specifications and/or operating instructions• hard copy or computerised versions
Information and procedures include:	<ul style="list-style-type: none">• workplace plans, drawings and specifications applicable to all sectors of the industry• Australian Standards applicable to the industry sectors• workplace procedures relating to the preparation of own work plans and the maintenance of work documentation• supplier and manufacturer technical data and information• workplace procedures relating to reporting and communication

Unit Mapping Information

Supersedes and is equivalent to LMFGN3001B Read and interpret work documents.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGN3001 Read and interpret work documents

Modification History

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to the range of work documents relevant to the sector
- Communicate ideas and information to enable confirmation of work requirements and specifications
- Plan and organise activities to minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise information management
- Use mathematical ideas and techniques to correctly interpret the content of work documents
- Identify alternative methods of accessing and sources of work information, including using workplace technology related to work documentation, its access and storage
- Recognise and explain the meanings of symbols, technical terms and conventions of specifications and plans
- Check accuracy of copied specifications
- Maintain condition of documentation
- Locate, read and interpret a minimum of ten (10) selected/specified work documents which must include:
 - Australian Standards relevant to the sector
 - manufacturer technical instructions and specifications
 - real or simulated local work documents, including:
 - work plans
 - material safety data sheets (MSDS)
 - relevant building codes
 - job procedures
 - safe work instructions or equivalent

Knowledge Evidence

- Different types of work documents used in the furnishing industry and their function
- Conventions and symbols of plans, drawings and specifications
- Workplace procedures for maintenance of documentation

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a range of drawings, standards, plans, specifications and cutting lists relevant to the work, safety procedures, regulations, quality standards, enterprise procedures, and all necessary facilities and associated equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFGN3002 Estimate and cost job

Modification History

Release 2 - Text missing from Assessment Requirements reinstated

Release 1 - New unit of competency

Application

This unit of competency covers estimating materials, labour and time requirements to establish costs for provision of furnishing services or products. Estimation and job costing is that undertaken by a tradesperson in relation to a sector product for a single client or customer.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Generic

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Gather information	1.1	Details of customer requirements are obtained through discussion with customer and information supplied
		1.2	Details of products and/or services to be provided are developed
		1.3	Delivery point and methods of transportation are determined, where necessary
2	Estimate materials, time and labour	2.1	Types and quantities of materials required for product manufacture are estimated
		2.2	Labour requirements to achieve product manufacture and

		perform required services are estimated
	2.3	Time requirements to manufacture and/or install item and perform required services are estimated
3	Calculate costs	3.1 Total materials, labour and overhead costs are calculated in accordance with enterprise procedures
		3.2 Total job cost is calculated, including overheads, government charges and mark-up percentages
		3.3 Final cost to customer is calculated
4	Document details and verify, where necessary	4.1 Details of costs and charges are documented in accordance with enterprise practice
		4.2 Costs, calculations or other details are verified in accordance with enterprise practice
		4.3 Customer quotation is prepared
		4.4 Details are documented for future reference in accordance with enterprise practice

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures
- work is carried out in accordance with legislative

Workplace context includes:	<p>obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements</p> <ul style="list-style-type: none">• the client or customer may be external or internal• work organisation procedures and practices relating to the provision of information and preparation of quotations• reporting actions which may include verbal and written communication in accordance with enterprise policies and procedures• oral, written or visual communication, including completion of standard forms, interpretation of information and instructions associated with workplace activities, and recording and reporting of work outcomes• use of calculators and/or computers running appropriate software for estimating and calculating necessary details
Information and procedures include:	<ul style="list-style-type: none">• enterprise work orders and instructions• industry codes and symbols• product designs, patterns and prototypes• building/architectural plans• Australian, international and enterprise quality standards and procedures• work scheduling documentation• job procedures

Unit Mapping Information

Supersedes and is equivalent to LMFGN3002B Estimate and cost job.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFGN3002 Estimate and cost job

Modification History

Release 2 - Text missing from Assessment Requirements reinstated

Release 1 - New unit of competency

Performance Evidence

- Collect, organise and understand information related to work orders, costs and government charges
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- Complete an outline plan of activities, including the preparation and layout of the worksite, the obtaining of equipment and materials, and the avoidance of backtracking, work flow interruptions or wastage
- Estimate and cost three (3) varied jobs, including:
 - estimate quantities of material required
 - determine the types and amount of labour required to complete the work
 - estimate time required to complete the work
 - estimate overheads associated with the job
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- Use mathematical ideas and techniques to correctly complete measurements, estimate material, labour and overhead requirements and accurately cost the product/service
- Use checking techniques to anticipate and overcome costing problems
- Use workplace technology related to the estimation and validation of job costs

Knowledge Evidence

- Range of products and services offered by the enterprise
- Enterprise or equivalent costing procedures
- Components of overheads costs
- Components of labour costs
- Labour rates and approximate costs of products and materials
- Basic mathematical processes

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to specifications and costs of relevant products, equipment and materials; information on labour costs and availability; safety procedures; regulations; quality standards; enterprise procedures; and all necessary facilities and associated equipment, including calculators, computers and relevant software.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID1001 Plan the decoration of a simple space

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning the decoration of a simple space by selecting the theme, colours, layout and furnishings, resulting in the visual representation of the space through drawings or colour boards.

The unit is suitable for project-related work as part of a VET in Schools program.

It requires the application of employability skills associated with communication and problem solving to develop storyboards, sketches and design concepts, explore decoration concepts with supervisors and document and interpret decoration requirements. Initiative and enterprise and planning and organising skills are required to design space. Learning skills are also required in order to experiment with and develop decoration skills.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Identify the decoration requirements

1.1 Applicable work health and safety (WHS) requirements relevant to decorating a simple space are verified and complied with

1.2 Project brief is reviewed and clarified with supervisor to

		identify decoration requirements
	1.3	Resources are selected appropriate to work requirements and checked for operational effectiveness
	1.4	Communication requirements for decoration project are identified
2	Plan the space decoration	
	2.1	Space dimensions and locations of features are measured and recorded
	2.2	Sketches and drawings are prepared to illustrate the space
	2.3	Plan layout is prepared
	2.4	Theme is selected and alternative options provided
	2.5	Colours are selected and confirmed
	2.6	Supplies necessary to complete the project are selected
	2.7	Materials and processes are selected
	2.8	Furnishings and other accessories are selected and placement coordinated
	2.9	Costing and timeline estimates are compiled and developed into a full project proposal
	2.10	Decoration proposal is considered for its environmental qualities
3	Present decoration proposal	
	3.1	Colour board presentation is made
	3.2	Drawings are completed to show layout of decorative components
	3.3	Presentation of the design and decoration plan is made

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Project brief includes:**
- aims
 - objectives
 - any design requirements
 - image requirements
 - function, effect and feel trying to be achieved
 - budget
 - timelines
- Simple spaces include:**
- a room within a domestic residence, such as:
 - bedroom
 - bathroom
 - kitchen
 - laundry
 - living space
 - multi-purpose room
 - storage room
 - study
 - garage
 - rumpus room
 - media room
 - toilet
 - pantry
 - entertainment area
 - hall
 - workstation

Sketches and drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings• drawings produced on computer using computer-aided design (CAD) software packages
Layout includes:	<ul style="list-style-type: none">• the plan of how a room will be designed and decorated showing the placement of design elements and decorative features, including plans, section elevations and other projections
Themes include:	<ul style="list-style-type: none">• variations of colour ways• furnishing trends• decoration trends
Supplies include:	<ul style="list-style-type: none">• paints• furnishings• decorations• other internal fit-out products
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

Unit Mapping Information

Supersedes and is equivalent to LMFID1001A Plan the decoration of a simple space.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID1001 Plan the decoration of a simple space

Modification History

Release 1 - New unit of competency

Performance Evidence

- Locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Plan the decoration of a simple space in the designated timeframe effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate decoration ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Elements and principles of design
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Relevant interior decoration problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to computers, computer software, design software, CAD software, colour boards, storyboards, swatches, Pantone Matching System (PMS), journals (directions magazines), artistic equipment, and products and model making equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID3001 Source and specify decoration products

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers sourcing, assessing suitability of, and specifying products used in design and decoration projects in a retail or wholesale sales environment according to client and project brief requirements.

No legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Assess client product need	1.1	Client is engaged and design and decoration needs discussed
		1.2	Budget, time, colour and function parameters for decoration product are identified
		1.3	Client documentation is completed
2	Source and assess suitability of products	2.1	Products are researched and suitable choices made for potential use
		2.2	Performance and characteristics of products are evaluated and recorded
		2.3	Use requirements of the product are analysed for

- appropriateness to the application
- 2.4 Quality and compliance issues are assessed to ensure the products state manufacturer specifications for use
 - 2.5 Environmental issues are considered in sourcing and selecting products
 - 2.6 Sustainability of products is assessed in terms of durability and wear
 - 2.7 Manufacturing standards and equipment are reviewed to comply with the chosen materials
 - 2.8 Sources or suppliers of products are found and recorded
 - 2.9 Costs associated with purchasing and obtaining the products are recorded and reported
- 3 Specify products
 - 3.1 Products are selected according to the style of the space
 - 3.2 Final selection of products and finishes is compiled and verified based on the assessment of suitability
 - 3.3 Presentation of the product and finish information is made to the client

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, material safety management systems, and local safe operating procedures or equivalent

Products include:

- work is carried out in accordance with legislative obligations, environmental legislation, Australian Standards, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving
- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built-in cabinetry or fittings
- light fittings
- lamps
- picture framing
- tapware
- laundry fittings
- bathroom fittings
- toilet fittings
- kitchen fittings
- finishes:
 - paints
 - waxes
 - lacquers
 - stains
 - pigments
 - oils
 - plastic coatings
 - veneers
 - ceramics
 - stone
 - glass
 - textiles
 - other textures

Research includes:

- computer internet research
- viewing swatches
- studying the Pantone Matching System (PMS)
- journals (directions magazines)
- design shows
- retail and wholesale outlets
- trade fairs

Performance and characteristics include:	<ul style="list-style-type: none">• assessment of products to determine if they meet the requirements of the intended end use application and how well they do it, and the durability and composition of the product
Quality includes:	<ul style="list-style-type: none">• an inspection system for ensuring that pre-determined quality standards are being met, highlighting non-conformances requiring intervention
Compliance includes:	<ul style="list-style-type: none">• ensuring that the product meets with Australian Standards or ISO 9000 series quality standards and state and territory manufacturing specifications (where applicable)
Environmental issues include:	<ul style="list-style-type: none">• how the use of raw materials effects the ecology and environment and how its continued use will affect the area it has been sourced from, and what impact will be felt by reducing or stopping material from the source
Sustainability includes:	<ul style="list-style-type: none">• life of the product• durability• maintenance and repair issues• what protective elements it may possess
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Sources include:	<ul style="list-style-type: none">• suppliers• wholesalers• retailers• manufacturers• designers
Costs include:	<ul style="list-style-type: none">• the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas
Spaces include:	<ul style="list-style-type: none">• commercial or domestic spaces• rooms, such as:<ul style="list-style-type: none">• bedrooms• bathrooms

- kitchens
- laundries
- living spaces
- multi-purpose rooms
- storage rooms
- studies
- offices
- garages
- rumpus rooms
- media rooms
- toilets
- pantries
- entertainment areas
- halls
- workstations

Unit Mapping Information

Supersedes and is equivalent to LMFID3002A Source and specify decoration products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID3001 Source and specify decoration products

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Source and specify decoration products to provide the client with cost-effective options which meet the project brief requirements, and effectively apply design elements and principles
- Maintaining current knowledge of interior decoration and design techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for sourcing and specifying decoration products
- Organisational and site standards, requirements, policies and procedures for sourcing and specifying decoration products
- Applicable Australian Standards
- Basic elements and principles of design
- Ergonomics, anthropometrics, proxemics and aesthetic values of available product range
- Characteristics of materials, products and defects
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

- Environmental protection requirements
- Established communication channels and protocols
- Relevant sourcing and decoration product problem identification and resolution
- Workplace information resources on decoration products

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to sourcing and specifying products and finishes, specifications and work instructions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID3002 Style a retail display

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers styling a display to present and sell concepts and ideas in a retail or wholesale sales environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for display	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to styling a retail display are verified and complied with
		1.2	Project brief is reviewed and confirmed with client to identify display requirements
		1.3	Parameters for the display are assessed and confirmed
		1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness
		1.5	Communication with others is established and maintained
2	Plan and design display	2.1	Market needs are evaluated and a display brief developed that capitalises on current trends

- | | | |
|---|---------------|--|
| | 2.2 | Display dimensions are measured and needs of the display space assessed |
| | 2.3 | Sketches and drawings are prepared to illustrate the display |
| | 2.4 | Plan layout is prepared |
| | 2.5 | Theme is selected and alternative options provided |
| | 2.6 | Supplies, products and finishes necessary to complete the project are sourced and costed |
| | 2.7 | Materials and processes are specified |
| | 2.8 | Costing and timelines are compiled and developed |
| 3 | Style display | |
| | 3.1 | Final selection of products and finishes is coordinated |
| | 3.2 | Arrangement is resolved to meet client needs and display brief |
| | 3.3 | Trims and hardware are selected and coordinated with the products or finishes |
| | 3.4 | Graphics and text style for signage are selected and applied |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management

systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent

- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Scope of brief includes:

- aims
- objectives
- milestones for the project
- organisational or personal profiles
- target audience
- budget
- timeline
- consultation requirements
- colour requirements
- image requirements
- function

Clients include:

- suppliers
- manufacturers
- private clients
- colleagues
- retailers
- the public

Parameters include:

- scope of brief
- approval to make changes (legislative and planning)
- effect or feel trying to be achieved
- functionality (short and long term)
- budget restrictions
- established timelines

Resources include:

- computers
- computer software
- design software
- computer-aided design (CAD) software
- colour boards
- storyboards
- swatches
- Pantone Matching System (PMS)
- journals (directions magazines)
- artistic equipment and products

Displays include:	<ul style="list-style-type: none">• model making equipment• an effective display of a simulated and designed space to sell and promote ideas, concepts, trends, products and decorations associated with the outlet
Sketches and drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings• drawings produced on computer using CAD software packages (these usually contain project specifications)
Layout includes:	<ul style="list-style-type: none">• the plan of how a room will be designed and decorated showing the placement of design elements and decorative features
Themes include:	<ul style="list-style-type: none">• variations of colour ways (based on directions media), furnishing trends and decoration trends
Supplies include:	<ul style="list-style-type: none">• paints• furnishings• decorations• other internal fit-out products
Products include:	<ul style="list-style-type: none">• furniture• soft furnishings• floor treatments• curtain treatments• built-in cabinetry or fittings• light fittings• lamps• picture framing• tapware• laundry fittings• bathroom fittings• toilet fittings• kitchen fittings
Finishes include:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings• veneers• ceramics• stone• glass

- textiles
- other textures
- Materials include:**
 - solid timber (native and imported)
 - manufactured timber products
 - plastic
 - metal
 - alloys
 - stone
 - glass
 - textiles
 - fibreglass
 - foam
 - cardboard
 - paper products
 - any other manipulable substance
- Costing include:**
 - the cost of products and materials used during completion of the project, labour and overhead expenses
- Timelines include:**
 - the agreed project time span set and agreed for the project
- Trims and hardware include:**
 - haberdashery
 - cabinet hardware, such as knobs and handles
 - light fittings
 - rugs
 - tie backs
 - curtain rods

Unit Mapping Information

Supersedes and is equivalent to LMFID3005A Style a retail display.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID3002 Style a retail display

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Style a retail display with the products, finishes, trims and hardware to promote trends and design concepts to potential clients effectively apply design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Initiating new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for styling a retail display
- Organisational and site standards, requirements, policies and procedures for styling a retail display
- Basic understanding of elements and principles of design
- Concepts of ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colour, furnishing and decoration options
- Procedures for the recording, reporting and maintenance of workplace records and information

- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant decoration and styling problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to styling a retail display, specifications and work instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4001 Research, analyse and apply colour for interior spaces

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching, analysing and applying colour for interior decoration projects, including experimentation and application of colour in interior decoration projects in order to achieve desired effects using design tools, such as colour wheels and formulas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Assess colour requirements for the project	1.1	Project brief is reviewed and clarified with client to identify colour requirements
		1.2	Parameters for the colour application are assessed and confirmed
		1.3	Resources are selected appropriate to work requirements and checked for operational effectiveness
		1.4	Communication with others is established and maintained
		1.5	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching,

			analysing and applying colours are verified and complied with
2	Research colour schemes for interior decoration	2.1	Colour psychology is researched and analysed in accordance with the needs of the project
		2.2	Impact of colours upon an interior space are researched and information compiled
		2.3	Additive and subtractive colour mixing is researched for interior decoration applications
		2.4	Cultural and historical influences on colour use are examined
3	Explore colour schemes	3.1	Colour wheels are used to mix and match alternative colour schemes in assisting with suitability of colours to a space
		3.2	Colour systems and colour combinations are explored for interior design application
		3.3	Relationship of colours juxtaposed are assessed for their suitability in the space and proportions
		3.4	Effect of light is assessed against the impact of colours being proposed for use in certain spaces
		3.5	Coordination and visual perception of colours is assessed in accordance with the project brief
		3.6	A range of colour mixing techniques are used to match samples
		3.7	Light sources are used to mix and throw coloured light onto a range of coloured surfaces to evaluate and record colour effect perceptions
		3.8	Contrast and harmony of colours are ascertained through selection of colours in accordance with the project brief
4	Present colour scheme	4.1	Final selection of colours is compiled and verified based on the research and analysis and presented to the client
		4.2	Presentation of the colour information is made to the client and specifications recorded
		4.3	A range of rendering media is used to present colour schemes
		4.4	Colour application is critiqued to assess the effectiveness

of the project brief to meet client needs

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills

Project brief includes:

- client needs and objectives
- client aims and objectives and criteria for evaluation
- milestones
- organisational or personal profiles and aims
- image requirements and function
- target market
- budget
- timeline
- consultation requirements
- colour requirements

Clients include:

- suppliers
- manufacturers
- private clients

	<ul style="list-style-type: none">• colleagues• retailers• the public
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product-based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Colour psychology influences include:	<ul style="list-style-type: none">• strength• boldness• excitement• determination• desire• courage• enthusiasm• cheerfulness• affordability• stimulation• creativity• attention-grabbing• comfort• liveliness• intellect• happiness• energy• durability• reliability• safety

- honesty
- optimism
- harmony
- freshness
- depth
- stability
- professionalism
- loyalty
- reliability
- honour
- trust
- power
- nobility
- luxury
- mystery
- royalty
- elegance
- magic
- conservatism
- traditionalism
- intelligence
- seriousness
- endurance
- relaxing
- confident
- casual
- reassuring
- earthy
- elegance
- sophistication
- formality
- strength
- cleanliness
- purity
- newness
- virginity
- peace
- innocence
- simplicity
- colour principles
- psychology
- fundamentals

Colours include:

- coordination
- perception
- language
- tonal
- translucent
- contrast
- harmony
- effects on space
- formulas
- colour wheels
- hue
- chromaticity
- saturation
- value
- luminance
- tints
- tones
- shades
- complimentary
- primary
- secondary
- tertiary colours
- commercial or domestic spaces
- rooms, such as:
 - bedrooms
 - bathrooms
 - kitchens
 - laundries
 - living spaces
 - multi-purpose rooms
 - storage rooms
 - studies
 - offices
 - garages
 - rumpus rooms
 - media rooms
 - toilets
 - pantries
 - entertainment areas
 - halls
- offices

Interior spaces include:

- cafes
 - shops
 - restaurants
- Additive and subtractive colour mixing includes:**
- two types of colour mixing:
 - the mixing of lights or differently coloured beams projected onto a screen occurs according to the principle of additive colour mixing
 - the mixing of pigments or paints according to the principles of subtractive colour mixing
- Cultural issues include:**
- demography
 - geography (local, regional and national)
 - religious
 - climatic
 - societal
 - cultural
 - lifestyle
 - attitudinal
 - gratification
 - honour
 - living conditions
 - infrastructure
 - status
 - habitude
- Historical includes:**
- colour study of early civilisation, Berlin & Kay, Aristotle, Newton, Hippocrates, Leonardo Da Vinci, the Renaissance, Goethe's theory of colours, Chevreul and Bauhaus School
- Colour wheel includes:**
- that formed by colours in order around a wheel of 12 colours comprising:
 - three primary colours
 - three secondary colour (created by mixing primary colours)
 - six tertiary colours (created by mixing the primary and secondary colours)
 - electronic colour wheels have more colour options
- Effects of light include:**
- naturally occurring light caused by:
 - windows
 - doors
 - changes in space size
 - sky lights
 - artificial light using:
 - fluorescent

	<ul style="list-style-type: none">• halogen or incandescing methods• reflective light
Contrast includes:	<ul style="list-style-type: none">• opposing elements of colour which are suitably different yet work together
Harmony includes:	<ul style="list-style-type: none">• colours that work well together, that produce a colour scheme that looks attractive; the colour wheel can be used as a valuable tool for determining harmonious colours
Research includes:	<ul style="list-style-type: none">• computer internet research• viewing swatches• studying the PMS• journals (directions magazines)• design shows• retail and wholesale outlets• trade fairs
Trends include:	<ul style="list-style-type: none">• new directions resulting from events that are at times subtle and others significant• colour trends where experts gather information from around the world and study changing events and ideas to produce a comprehensive colour story, in the same way that designers seek unique styles and incorporate current philosophies into their work
Rendering media includes:	<ul style="list-style-type: none">• dry media:<ul style="list-style-type: none">• pencils• charcoal• pastels• spirit-based markers• wet media:<ul style="list-style-type: none">• ink• water-based paints• CAD
Critique includes:	<ul style="list-style-type: none">• the process of undertaking a critical analysis of a colour, the process used to decide upon it, and the application methodology and final outcomes

Unit Mapping Information

Supersedes and is equivalent to LMFID4001A Research, analyse and apply colour for interior spaces.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4001 Research, analyse and apply colour for interior spaces

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Identify materials used in the work process
- Research, analyse and apply colours to provide the client with cost-effective options which meet the project brief requirements for a minimum of two (2) projects, and effectively apply design elements and principles
- Visually present colour schemes to illustrate how ideas meet overall project requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for researching, analysing and applying colours
- Organisational and site standards, requirements, policies and procedures for researching, analysing and applying colours
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Colour systems and theories
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Colours, furnishings and decorations
- Psychology of colours
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment, specifications and work instructions relevant to researching, analysing and applying colours.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4002 Decorate residential interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers decorating residential interiors for interior decoration projects in accordance with project briefs by analysing the design brief, conducting research and generating decoration ideas and concepts to create a visual experience in a previously defined interior space. It includes selecting materials and finishes for surface decoration and arranging the objects and elements within the space. It does not cover skills required to alter established structural aspects of the building or building services.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------------|-----|---|
| 1 | Analyse the project brief | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to decorating for residential spaces are verified and complied with |
| | | 1.2 | Project brief is reviewed, confirmed and clarified with client |
| | | 1.3 | Parameters for the project are assessed and confirmed |

- | | | |
|---|---------------------------------|---|
| | 1.4 | Resources are selected appropriate to work requirements and checked for operational effectiveness |
| | 1.5 | Communication with others is established and maintained |
| | 1.6 | Problems or underlying factors to be addressed by the project brief are verified |
| 2 | Conduct research for the design | 2.1 Areas for research are identified |
| | 2.2 | Impacts of cultural, social and economic influences and trends are identified and analysed |
| | 2.3 | Ergonomic and anthropometric influences are identified and analysed |
| | 2.4 | Environmental issues are identified and analysed |
| | 2.5 | Other relevant information is assessed and used to guide research |
| | 2.6 | Design influences are prioritised for relevancy to design brief |
| | 2.7 | Collected information is documented |
| 3 | Confirm the design brief | 3.1 Design requirements are translated in a manner which is clear and concise |
| | 3.2 | Factors affecting the outcome of the project are documented |
| | 3.3 | Criteria for assessing and evaluating design concepts are determined |
| | 3.4 | Final design brief outlining all the requirements is compiled, produced and refined with the client |
| 4 | Generate decoration concepts | 4.1 Creative methodologies are used to generate a range of decoration concepts and themes |
| | 4.2 | Concepts are assessed against the project brief to select most viable solution |
| | 4.3 | Concept is presented to client using a range of concept presentation methods |
| | 4.4 | Ideas are discussed with client and concept is modified according to feedback |

- | | | | |
|---|--|-----|--|
| 5 | Translate concepts into 3-D decoration ideas | 5.1 | The elements and principles of design that are derived from the concept are explored |
| | | 5.2 | A range of 3-D decoration ideas are generated from the concept |
| | | 5.3 | Surface materials, finishes, and colours are explored and assessed for their ability to express the concept |
| | | 5.4 | Furniture, fixtures, fittings and accessories are explored and assessed for their ability to express the concept |
| | | 5.5 | The allocation and arrangement of objects within the space are explored |
| | | 5.6 | 2-D and 3-D sketches are developed to document the 3-D space |
| 6 | Revise and refine solution | 6.1 | Planning is revised and refined, and ergonomics considered |
| | | 6.2 | Regulatory requirements relating to decoration are assessed to determine compliance |
| | | 6.3 | Finishes, fittings, fixtures, furniture, materials and accessories are selected |
| | | 6.4 | Colour scheme is selected to complement the space and create the required visual experience |
| | | 6.5 | Environmental aspects of decoration solution are examined and areas for improved sustainability are identified and incorporated where possible |
| | | 6.6 | Preliminary drawings are developed |
| 7 | Present decoration solution to client | 7.1 | Final presentation is prepared for the client |
| | | 7.2 | Final presentation is presented to the client with key features and benefits of the solution explained |
| | | 7.3 | Client is engaged to gain feedback on decoration elements |
| 8 | Reflect on decoration process | 8.1 | Client feedback and response are analysed to determine success in achieving client satisfaction |
| | | 8.2 | Own performance in the design process is examined to |

identify strengths and weaknesses

8.3 Areas for improvement are identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills

Project brief includes:

- client needs and objectives
- client aims and objectives, and criteria for evaluation
- milestones
- organisational or personal profiles and aims
- image requirements and function
- target market
- budget
- timeline
- consultation requirements
- colour requirements

Clients include:

- suppliers

	<ul style="list-style-type: none">• manufacturers• private clients• colleagues• retailers• the public
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Resources may include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Areas for research include:	<ul style="list-style-type: none">• similar products and typologies and spaces• materials• social and cultural influences• site analysis• site conditions• functional requirements
Environmental issues include:	<ul style="list-style-type: none">• use of renewable resources• energy efficiency• conservation of resources• recycling waste• by-products• emissions• environmental consciousness/green design
Other information includes:	<ul style="list-style-type: none">• industry codes and symbols• Australian and international Standards and regulations• historical literature on design styles and movements• ethical reference material

	<ul style="list-style-type: none">• supplier's material data sheets• ergonomic and anthropometric statistical information• market research documents• photographic reference material• site plans and drawings• lifestyle requirements• cultural issues• proxemics• costs• product performance and characteristics• existing conditions
Documentation includes:	<ul style="list-style-type: none">• working notes• hand written records• computer-based information and reports• diagrams• sketches• tables• matrixes• images• visual essays
Creative methodologies include:	<ul style="list-style-type: none">• brainstorming• word association• imaging• modelling• lateral thinking• application of a range of media
Concepts include:	<ul style="list-style-type: none">• ideas generated to respond to the design brief through both ideation drawings or sketching and written explanation
Concept presentation methods include:	<ul style="list-style-type: none">• mood board• concept board• 3-D models• sketches• photos
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles

Colours include:

- fibreglass
- foam
- cardboard
- paper products
- any other manipulable substance
- colour principles
- psychology
- fundamentals
- coordination
- perception
- language
- tonal
- translucent
- contrast
- harmony
- effects on space
- formulas
- colour wheels

Fixtures, fittings and accessories include:

- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built in cabinetry or fittings
- light fittings
- lamps
- picture framing
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery

	<ul style="list-style-type: none">• glassware• fireplace items• gifts• hand crafts• water features• photographs• pottery• personal items• statues• book ends• bowls• bottles
Finishes include:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings• veneers• ceramics• stone• glass• textiles• other textures
Environmental aspects include:	<ul style="list-style-type: none">• how the use of raw materials affects the ecology and environment and how its continued use will affect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Drawings may include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)• elevations• sections• plans

Information and procedures include:

- perspectives
- work instructions, including plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4002A Decorate residential interiors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4002 Decorate residential interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Analyse a project brief to determine client requirements and work through the decoration process collecting the required information
- Establish criteria for the intended solutions to meet the requirements of the project brief and effectively design at least two (2) interior residential spaces applying design elements and principles to provide the client with creative solutions that satisfy the project brief
- Draw using manual and computer based techniques and visually and verbally present decoration solution
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for decorating for residential space
- Organisational and site standards, requirements, policies and procedures for decorating for residential space
- Australian Standards and the Building Code of Australia (BCA)
- Environmental protection requirements
- Established communication channels and protocols

- Relevant decoration and design problem identification and resolution
- Elements and principles of design including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Historical design styles and movements
- Current ethical issues in society affecting designs
- Current market segments
- Aesthetic aspect of elements and principles in 3-D design
- Ergonomic and anthropometric standards
- Basic construction technologies
- Techniques for the preparation and presentation of research information
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment, specifications and work instructions relevant to decorating residential interiors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4003 Prepare a materials board for client presentation

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing a materials or sample board for client presentation for interior decoration and design projects. The materials board includes visual demonstration of colour, materials, samples, finishes and textiles used in the decoration and design project.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.												
1 Identify presentation requirements from project brief	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to presenting documentation are verified and complied with</td></tr><tr><td>1.2</td><td>Project brief is reviewed to determine presentation requirements</td></tr><tr><td>1.3</td><td>Parameters for the project are confirmed with client</td></tr><tr><td>1.4</td><td>Resources are selected appropriate to work requirements and checked for operational effectiveness</td></tr><tr><td>1.5</td><td>Communication with others is established and maintained</td></tr><tr><td>1.6</td><td>All required information is accessed and interpreted to</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to presenting documentation are verified and complied with	1.2	Project brief is reviewed to determine presentation requirements	1.3	Parameters for the project are confirmed with client	1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness	1.5	Communication with others is established and maintained	1.6	All required information is accessed and interpreted to
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to presenting documentation are verified and complied with												
1.2	Project brief is reviewed to determine presentation requirements												
1.3	Parameters for the project are confirmed with client												
1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness												
1.5	Communication with others is established and maintained												
1.6	All required information is accessed and interpreted to												

			inform the presentation process
2	Prepare materials board	2.1	Substrate for the materials board is obtained in the selected colour and cut to the desired size
		2.2	Fabric and paint swatches are gathered, proportionally arranged with selected fabrics cut to size and paint samples set aside
		2.3	Visual information is gathered and prepared in accordance with the design theme and project brief
		2.4	Products, materials and accessories are gathered and selected items prepared
		2.5	Material and sample board components are composed and arranged before secure fixing to base board
		2.6	Fixtures are labelled or a legend compiled to translate the parts and colours
		2.7	Materials board is finalised in readiness for presentation
		2.8	Sketches and drawings are completed and prepared for positioning of products, materials and accessories
3	Prepare for client presentation	3.1	Presentation methodology is developed and prepared
		3.2	Materials board presentation is made to the client, selling the attributes of the design solution
		3.3	Presentation of materials board information is supported using multimedia and computer based strategies

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Parameters include:**
- scope of brief
 - approval to make changes
 - effect or feel trying to be achieved
 - functionality (short and long term)
 - budget restrictions
 - established timelines
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards
 - storyboards

- swatches
 - product based colour systems, such as Munsell or similar
 - colour matching system, such as Pantone Matching System (PMS)
 - journals (directions magazines)
 - artistic equipment and products
 - model making equipment
- Substrates include:**
- mat board
 - sponge board
 - frames
 - mounts
 - 3-D relief boards
- Samples include:**
- fabric
 - paint
 - laminate
 - stone
- Colours include:**
- colour principles
 - psychology
 - fundamentals
 - coordination
 - perception
 - language
 - tonal
 - translucent
 - contrast
 - harmony
 - effects on space
 - formulas and colour wheels
 - hue
 - chromaticity
 - saturation
 - value
 - luminance
 - tints
 - tones
 - shades
 - complimentary
 - primary
 - secondary
 - tertiary colours
- Fabric swatches include:**
- small pieces of fabric cut as samples from rolls of fabric, or commercial display fabric swatches used for retail purposes

Paint swatches include:	<ul style="list-style-type: none">• painted cards or commercially available paint cards (available free in paint and hardware shops)
Visual information includes:	<ul style="list-style-type: none">• photographs• magazine clippings• drawings• sketches
Themes include:	<ul style="list-style-type: none">• variations of colour ways (based on directions media), furnishing trends and decoration trends
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Accessories include:	<ul style="list-style-type: none">• haberdashery• cabinet hardware, such as knobs and handles• light fittings• rugs• tie backs• curtain rods
Secure fixing includes:	<p>spray glue (in booth with extraction fan)</p> <ul style="list-style-type: none">• double-sided tape• blue tack• Velcro
Drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)
Materials board include:	<ul style="list-style-type: none">• a presentation on board displaying the colour usage and coordination with surface finishes, materials and textiles used throughout the project
Presentation methodology includes:	<p>a justification of the selections made for the decoration or design proposal</p>

- a visual presentation and prepared script to accompany the colour board
- Multimedia includes:**
- presentation boards
 - portfolios
 - photography
 - data projectors
 - video
 - other forms of multimedia
- Computer-based strategies include:**
- PowerPoint presentations
 - CAD demonstrations
 - written presentations
 - other scenarios utilising different software applications
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4003A Prepare a materials board for client presentation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4003 Prepare a materials board for client presentation

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Prepare a materials board for client presentation to provide the client with cost-effective options which meet the project brief requirements effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for preparing a materials board and client presentation
- Organisational and site standards, requirements, policies and procedures for preparing a materials board and client presentation
- Creativity and artistic relevance
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant decoration and design computer programs
- Design themes and design development
- Colour, furnishing and decoration options
- Psychology of colours
- Procedures for the recording, reporting and maintenance of workplace records and information
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment, specifications and work instructions relevant to preparing a colour board for client presentation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4004 Research and recommend furniture and accessories

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and recommending furniture and accessories for various decoration and design solutions to meet client and project brief requirements and applies to a design and decoration, retail, consulting or studio environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.										
1 Interpret decoration requirements from project brief	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending furniture and accessories are verified and complied with</td></tr><tr><td>1.2</td><td>Project brief is reviewed and clarified with client to determine requirements for furniture and accessories</td></tr><tr><td>1.3</td><td>Parameters for furniture and accessories are assessed and confirmed</td></tr><tr><td>1.4</td><td>Resources are selected appropriate to work requirements and checked for operational effectiveness</td></tr><tr><td>1.5</td><td>Communication with others is established and maintained</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending furniture and accessories are verified and complied with	1.2	Project brief is reviewed and clarified with client to determine requirements for furniture and accessories	1.3	Parameters for furniture and accessories are assessed and confirmed	1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness	1.5	Communication with others is established and maintained
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending furniture and accessories are verified and complied with										
1.2	Project brief is reviewed and clarified with client to determine requirements for furniture and accessories										
1.3	Parameters for furniture and accessories are assessed and confirmed										
1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness										
1.5	Communication with others is established and maintained										

- | | | |
|---|----------------------|--|
| 2 | Research furniture | 2.1 Aesthetic and style requirements of the furniture are assessed |
| | | 2.2 Intended application for the furniture is analysed and reviewed |
| | | 2.3 New furniture technologies are researched and reported |
| | | 2.4 Tactile requirements of the furniture in relation to the design are researched |
| | | 2.5 Properties of the materials used in the production of furniture are analysed and evaluated |
| | | 2.6 Manufacturing processes and available expertise for the desired furniture are assessed |
| | | 2.7 Costs and availability of furniture are assessed and compared |
| | | 2.8 Environmental impact of furniture materials used are assessed |
| | | 2.9 Longevity and restorability qualities of furniture are researched |
| | | 2.10 Space is measured for furniture requirements, calculating quantities and requirements |
| | | 2.11 Principles of anthropometrics, ergonomics and spatial relationships are applied |
| 3 | Research accessories | 3.1 Aesthetic and colour requirements of the accessories are assessed |
| | | 3.2 Intended application for the accessories is analysed and reviewed |
| | | 3.3 New accessory technologies are researched and reported |
| | | 3.4 Tactile requirements of the accessories in relation to the design are researched |
| | | 3.5 Properties of the materials used in the production of accessories are analysed and evaluated |
| | | 3.6 Manufacturing processes and available expertise for the desired accessories are assessed |
| | | 3.7 Costs and availability of accessories are assessed and |

- compared
- 3.8 Environmental impact of accessory materials used is assessed
 - 3.9 Longevity and restorability qualities of accessories are researched
 - 3.10 Space is measured for accessory requirements, calculating quantities and requirements
 - 3.11 Sketches and drawings are completed and prepared for positioning of products, materials and accessories
- 4 Make recommendations to client
- 4.1 Quantities and qualities of selected furniture and accessories are presented and promoted to the client
 - 4.2 Performance and characteristics of selected furniture and accessories are presented and promoted to the client
 - 4.3 Costs associated with purchasing and obtaining the furniture and accessories are provided in quote form to the client
 - 4.4 Presentation of research information and samples is made, highlighting the findings and rationale for the furniture and accessories chosen
 - 4.5 Feedback and follow up is instigated and maintained with the client

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Parameters may include:**
- scope of brief
 - approval to make changes
 - effect or feel trying to be achieved
 - functionality (short and long term)
 - budget restrictions
 - established timelines
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards
 - storyboards
 - swatches
 - product based colour systems, such as Munsell or similar
 - colour matching system, such as Pantone Matching System

	(PMS)
	<ul style="list-style-type: none">• journals (directions magazines)• artistic equipment and products• model making equipment
Aesthetics include:	<ul style="list-style-type: none">• the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Styles include:	<ul style="list-style-type: none">• furniture designers and key figures, such as Frank Lloyd Wright, Charles Eames and Antonio Gaudi• schools and movements, such as Bauhaus in Germany, Federal style in the United States, and Art Nouveau in Europe• periods and styles, such as the neo-classical Adams style, the simple lines of Art Deco, and the asymmetrical style of Rococo• to decorative details, such as rosettes, foots, hinges and mouldings
Furniture requirements include:	<ul style="list-style-type: none">• kitchens and bathrooms• family rooms• lounges• bedrooms• dining rooms• rumpus rooms• offices• reception areas• hallways• laundries• media rooms• entertainment rooms
Tactile includes:	<ul style="list-style-type: none">• that perceived by the sense of touch and producing the effect of three-dimensional depth
Properties include:	<ul style="list-style-type: none">• durability• level of fire retardancy• fibre make up• composition• textile use• material use• finishes• quality• environmental sustainability• ergonomics• flammability• maintenance requirements

	<ul style="list-style-type: none">• wear and tear• construction methods
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps require working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Environmental impacts include:	<ul style="list-style-type: none">• how the sourcing and use of materials effects the environment and how its continued use will affect the area the material was sourced from• energy consumption in processing the material• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the material
Longevity and restorability include:	<ul style="list-style-type: none">• an analysis of how long the material is expected to maintain its structure and colour, while maintaining quality of aesthetic value and how readily the material can be repaired or replaced
Anthropometrics include:	<ul style="list-style-type: none">• the scientific study of the measurements of the human body
Ergonomics include:	<ul style="list-style-type: none">• the study of the efficiency of persons in their working environment
Accessories include:	<ul style="list-style-type: none">• trinkets• ceramics• trays• vases• carvings• baskets

	<ul style="list-style-type: none">• pots• plants• candles• clocks• silverware• mirrors• frames• screens• floral displays• haberdashery• glassware• fireplace items• gifts• hand crafts• water features• photographs• pottery• personal items• statues• book ends• bowls• bottles
Drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)
Quality includes:	<ul style="list-style-type: none">• an inspection system for ensuring that pre-determined quality standards are being met, highlighting non-conformances requiring intervention
Performance and characteristics include:	<ul style="list-style-type: none">• assessment of products to determine if they meet the requirements of the intended end use application and how well they do it, and the durability and composition of the product
Costs include:	<ul style="list-style-type: none">• the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas
Quoting includes:	<ul style="list-style-type: none">• a price for a project taking account of the sizes associated with the project, the cost of materials, labour and overheads
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4004A Research and recommend furniture and accessories.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4004 Research and recommend furniture and accessories

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and recommend furniture and accessories to assist with informing the design and decoration process and arrive at a solution which meets client requirements, and effectively apply design elements and principles to the research and recommendation
- Research and recommend furniture and accessories in accordance with the project brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for researching and recommending furniture and accessories
- Organisational and site standards, requirements, policies and procedures for researching and recommending furniture and accessories
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs

- Furniture types and styles
- Accessory types and styles
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards (NSSC) Council or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to researching and recommending furniture and accessories.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4005 Research and recommend soft furnishings for interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and recommending soft furnishings for various decoration and design solutions to meet client and project brief requirements in order to achieve integrated decoration and design solutions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1 Assess soft furnishing requirements for the project | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending soft furnishings are verified and complied with |
| | 1.2 Project brief is reviewed to determine desired effects for interior space |
| | 1.3 Parameters for the project are assessed and confirmed |
| | 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness |
| | 1.5 Communication with others is established and maintained |

- | | | |
|---|---|--|
| 2 | Research materials for soft furnishings | 2.1 Aesthetic, visual characteristics and colour requirements of the soft furnishings are assessed |
| | | 2.2 Intended applications for the soft furnishings are analysed and reviewed |
| | | 2.3 New soft furnishing and material technologies are researched and assessed against the project brief |
| | | 2.4 Tactile requirements of the soft furnishings in relation to the design are researched |
| | | 2.5 Properties of the materials used in the production of soft furnishings are analysed and evaluated |
| | | 2.6 Manufacturing processes and available expertise for the materials are assessed |
| | | 2.7 Costs and availability of materials are assessed and compared |
| | | 2.8 Environmental impact and benefits of materials are assessed |
| | | 2.9 Durability, restorability and maintenance care quality of materials are researched and requirements for residential and industrial applications examined |
| 3 | Research and recommend decorative treatments for windows and openings | 3.1 Range of window treatments, their application and fixing technologies are researched |
| | | 3.2 New technologies in window treatments are researched and relevance for decorative project identified |
| | | 3.3 The features, limitations and environmental impact of window treatments are identified |
| | | 3.4 The types of openings and their requirements are identified and a range of possible creative solutions determined |
| | | 3.5 Window or opening is measured and details recorded accurately for a range of window treatments |
| | | 3.6 Fabric requirements are calculated and manufacturing requirements determined for a range of window treatments taking into consideration pattern repeats |
| | | 3.7 Window treatment is selected and specified to meet client requirements and minimise environmental impact |

		3.8	Fixing technology is specified appropriate to selected window treatment
		3.9	Cost estimates are calculated and assessed against project budget
4	Research and recommend soft floor coverings	4.1	Range of floor coverings, their application and installation requirements are researched
		4.2	The features, limitations and environmental impact of floor coverings are identified
		4.3	Floor area is measured and details recorded accurately for flooring solution
		4.4	Flooring solution is selected and details specified to meet client requirements
		4.5	Cost estimates are calculated and assessed against project budget
5	Document and present decorative recommendations	5.1	Soft furnishings are selected to achieve parameters of design brief
		5.2	Specifications are documented for all soft furnishing recommendations
		5.3	Schedule is presented to support decorative solution
		5.4	Sample board is created to enhance and support the decorative intention
		5.5	Feedback and follow up is instigated and maintained with the client

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timelines
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Parameters include:**
- scope of brief
 - approval to make changes
 - effect or feel trying to be achieved
 - functionality (short and long term)
 - budget restrictions
 - established timelines
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards

- storyboards
 - swatches
 - product based colour systems, such as Munsell or similar
 - colour matching system, such as Pantone Matching System (PMS)
 - journals (directions magazines)
 - artistic equipment and products
 - model making equipment
- Aesthetics include:**
- the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
- Colours include:**
- colour principles
 - psychology
 - fundamentals
 - coordination
 - perception
 - contrast
 - harmony
 - effects on space
 - formulas
 - colour wheels
- Soft furnishings include:**
- window treatments
 - blinds
 - awnings
 - trimmings
 - bedding treatments
 - lampshades
 - carpet
 - rugs
 - cushions
 - upholstery
 - accessories
- Tactile includes:**
- that perceived by the sense of touch and producing the effect of three-dimensional depth
- Properties include:**
- durability
 - level of fire retardancy
 - fibre make up
 - composition
 - textile use
 - quality
 - environmental sustainability
 - level of insulation
 - level of light control

	<ul style="list-style-type: none">• useable width of fabric
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps requires working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Materials include:	<ul style="list-style-type: none">• fabrics and textiles, including sisal, coir and plant-based products• natural flooring• wool• cotton• polyester• silk• nylon• blends
Environmental impacts include:	<ul style="list-style-type: none">• how the sourcing and use of materials effects the environment and how its continued use will affect the area the material was sourced from• energy consumption in processing the material• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the material• when applied to window fittings, environmental impact includes:<ul style="list-style-type: none">• the amount of natural light made available from decorative solution in order to reduce requirements for powered light sources
Durability and restorability include:	<ul style="list-style-type: none">• an analysis of how long the material is expected to maintain its structure and colour, while maintaining quality of aesthetic value and how readily the material can be repaired or replaced
Window treatments include:	<ul style="list-style-type: none">• curtains• blinds• awnings
Pattern repeats include:	<ul style="list-style-type: none">• textiles or fabrics with a distinctive print and how often that pattern repeats within the applicable square metreage required for a project so as to meet conformity
Floor coverings include:	<ul style="list-style-type: none">• carpets• rugs
Cost include:	<ul style="list-style-type: none">• the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas
Information and	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs

procedures include:

- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4005A Research and recommend soft furnishings for interiors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4005 Research and recommend soft furnishings for interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research soft furnishings to assist with informing the decoration process and arrive at a solution which meets client requirements and effectively apply design elements and principles to the recommendation of soft furnishings for a minimum of two (2) integrated decorative solutions
- Correctly calculate quantities and costing required to achieve decorative solutions
- Visually present decorative ideas
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Organisational and site standards, requirements, policies and procedures for researching and recommending soft furnishings
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs

- Soft material types and textiles
- Design themes and design development
- Colours, furnishings and decoration options
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem-solving techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to researching and recommending soft furnishings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4006 Research and recommend hard materials and finishes for interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and recommending hard materials and finishes for various interior decoration and design solutions and applies to a design and decoration retail, consulting or studio environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|---|-----|--|
| 1 | Identify hard material and finishing requirements for project | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending hard materials and finishes are verified and complied with |
| | | 1.2 | Project brief is reviewed to determine desired effects for interior space |
| | | 1.3 | Parameters for the project are assessed and confirmed with client |
| | | 1.4 | Resources are selected appropriate to work requirements and checked for operational effectiveness |

- | | | | |
|---|--|------|--|
| | | 1.5 | Communication with appropriate personnel is established and maintained |
| 2 | Identify types and features of hard materials and finishes | 2.1 | Types of hard materials and finishes and their suitability to wall, floor, ceiling and stair applications are identified |
| | | 2.2 | Types of hard materials and finishes and their suitability to window and door applications are identified |
| | | 2.3 | Other hard material and finish products and their features and applications are identified |
| | | 2.4 | Hard material and finish requirements for application in a residential environment are analysed |
| | | 2.5 | Hard material and finish requirements for application in a commercial or industrial environment are analysed |
| | | 2.6 | Environmental and sustainability considerations for hard materials and finishes are examined |
| 3 | Research hard materials and finishes | 3.1 | Aesthetic requirements of the space are assessed |
| | | 3.2 | New hard material and finish technologies are researched and reported |
| | | 3.3 | Tactile requirements of the hard materials and finishes in relation to the design are researched |
| | | 3.4 | Application methods and available expertise for the desired effect are assessed |
| | | 3.5 | Manufacturing processes and available expertise for the desired material and finish are assessed |
| | | 3.6 | Costs of hard materials and finishes are assessed and compared |
| | | 3.7 | Environmental impact of hard materials and finishes are assessed |
| | | 3.8 | Longevity and restorability of hard materials and finishes are researched |
| | | 3.9 | Hazards associated with the use and application of hard materials and finishes are researched |
| | | 3.10 | Quality of hard materials and finishes are assessed |
| 4 | Recommend hard | 4.1 | Elements and principles of design, including liveability and |

materials and finishes

accessibility, are used to examine the appropriateness of hard materials and finishes for client brief requirements

- 4.2 Hard materials and finishes are selected to meet client brief requirements
- 4.3 Presentation of research information is made highlighting the findings and rationale for the hard materials and finishes chosen
- 4.4 Presentation includes a range of presentation strategies, including one or more materials boards

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills

Hard materials and finishes include:

- paints
- waxes
- lacquers
- stains

- pigments
- oils
- traditional finishes
- plastic coatings
- UV-protected coatings
- liquid coatings
- synthetic coatings
- synthetics
- paper
- glass
- vinyls
- laminates
- plastics
- stainless steel
- metals
- veneers
- ceramics
- stone-based products
- solid timber (native and imported)
- manufactured timber products
- reconstituted products
- composite materials
- fibreglass
- foam
- cardboard
- paper products
- any other manipulable substance

Project brief includes:

- client needs and objectives
- client aims and objectives, and criteria for evaluation
- milestones
- organisational or personal profiles and aims
- image requirements and function
- target market
- budget
- timeline
- consultation requirements
- colour requirements

Parameters include:

- scope of brief
- approval to make changes
- effect or feel trying to be achieved
- functionality (short and long term)
- budget restrictions

Clients include:	<ul style="list-style-type: none">• established timelines• suppliers• manufacturers• private clients• colleagues• retailers• the public
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Appropriate personnel include:	<ul style="list-style-type: none">• trainers• supervisors• suppliers• clients• colleagues• managers
Aesthetics include:	<ul style="list-style-type: none">• the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Tactile includes:	<ul style="list-style-type: none">• that perceived by the sense of touch and producing the effect of three-dimensional depth
Application methods include:	<ul style="list-style-type: none">• spraying• painting• applicators• gluing• vacuum wrapping• rubbing• bonding
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced, these steps requires working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques

Environmental impacts include:	<ul style="list-style-type: none">• how the sourcing and use of materials effects the environment and how its continued use will affect the area the material was sourced from• energy consumption in processing the material• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the material
Longevity and restorability includes:	<ul style="list-style-type: none">• an analysis of how long the material is expected to maintain its structure and colour, while maintaining quality of aesthetic value and how readily the material can be upgraded, repaired or replaced
Hazards include:	<ul style="list-style-type: none">• toxins and gases released by some finishes, glues and materials which may be harmful to people if not used correctly
Elements of design include:	<ul style="list-style-type: none">• line• shape• form (geometric or organic)• texture• colour• function
Principles of design include:	<ul style="list-style-type: none">• balance• proportion (symmetry and asymmetry)• harmony• contrast• pattern• movement• rhythm• unity• style• focus• scale• dominant• sub-dominant• subordinate relationship• emphasis• proximity• alignment• space• anthropometry• ergonomics• arrangement

- workload materials handling capacity
 - skills available
 - equipment capabilities
 - aesthetic relations
 - tension
 - development methods
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4006A Research and recommend hard materials and finishes for interiors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4006 Research and recommend hard materials and finishes for interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and select hard materials and finishes to assist with informing the design process and arrive at a solution which meets client requirements, and effectively apply design elements and principles
- Research and select hard materials and finishes in accordance with the concepts and design brief
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to researching and recommending hard materials and finishes
- Organisational and site standards, requirements, policies and procedures for researching and recommending hard materials
- Elements and principles of design including liveability and accessibility
- Aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Relevant computer programs
- Research techniques
- Effects of finishes and finishing techniques
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to researching and recommending hard materials and finishes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4007 Identify materials, construction techniques and methods used in building interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and documenting the materials, construction techniques and methods associated with the construction of residential buildings for work in interior decoration and design businesses of all sizes.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Establish structural components and materials used in residential buildings	1.1	Residential building process is delineated into separate construction stages and expressed chronologically
		1.2	Trades, construction techniques and materials associated with each stage are summarised
		1.3	Individual component members are identified and sorted into structural or non-structural categories
		1.4	Demolition methods for the removal of existing work can be identified

2	Interpret plans and specifications	2.1	Specific components and materials on given building plans are located
		2.2	Construction methods are explained from a given plan
		2.3	Specific component details in a given building specification are located and identified
		2.4	Bill of quantities and other relevant specification documents are interpreted
		2.5	Prime cost items are located and extracted from a given set of documents
3	Specify the materials and methods involved in the refurbishment of wet areas	3.1	Properties of materials used in wet area construction are evaluated
		3.2	Installations of wet area cabinetry are specified
4	Develop and maintain relevant and current reference material	4.1	Relevant Building Services Authority building licensing requirements applicable to interior decoration projects are complied with
		4.2	Evidence of contact with industry suppliers to obtain information relevant to building components and equipment used in residential interiors is presented
		4.3	An index to the portfolio to reflect industry topics and to allow easy access to the information is provided
		4.4	Future additions of reference material are allowed for and details of the information, such as date, source, author and reference to any related information, are included
		4.5	A strategy to ensure that the portfolio remains current and accurate is prepared

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements• work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
Sets of documents include:	<ul style="list-style-type: none">• drawings• plans• schedules• specifications• bill of quantities
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4007A Identify materials, construction techniques and methods used in building interiors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4007 Identify materials, construction techniques and methods used in building interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Access and interpret information about building materials and processes and identify key elements and participants in the building process
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Present findings in a creative and convincing format
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for identifying building materials and methods
- Organisational and site standards, requirements, policies and procedures for identifying building materials and methods
- Relevant Australian Standards and the Building Code of Australia (BCA)
- Awareness of different forms of construction
- Local environmental plans and relevant building authorities
- Basic building and architectural terminology
- Common structural and non-structural components of a residential building
- Geographical implications of a building site/location
- Materials and methods involved in the refurbishment of a wet area

- Materials and methods involved in the construction and installation of contemporary built-in cabinetry
- Equipment involved in the installation of home theatre systems
- Climate control devices, including fans, heaters and air conditioners
- Relevant research techniques
- Residential building demolition methods
- Construction trades, techniques and materials associated with each stage
- Residential building process

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to identifying materials, techniques and methods used in building interiors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4008 Assess interior light and recommend light fittings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing natural and artificial light sources of an interior space and making recommendations for light fittings as part of an integrated decorative solution.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.								
1 Interpret lighting requirements from project brief	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending light fittings are verified and complied with</td></tr><tr><td>1.2</td><td>Project brief is reviewed and clarified with client to determine lighting requirements</td></tr><tr><td>1.3</td><td>Parameters for the project are assessed and confirmed</td></tr><tr><td>1.4</td><td>Resources are selected appropriate to work requirements and checked for operational effectiveness</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending light fittings are verified and complied with	1.2	Project brief is reviewed and clarified with client to determine lighting requirements	1.3	Parameters for the project are assessed and confirmed	1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending light fittings are verified and complied with								
1.2	Project brief is reviewed and clarified with client to determine lighting requirements								
1.3	Parameters for the project are assessed and confirmed								
1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness								

- | | | |
|---|---------------------------------|--|
| | 1.5 | Communication with others is established and maintained |
| | 1.6 | Available budget for lighting is verified |
| 2 | Assess natural light sources | |
| | 2.1 | Site analysis is conducted to assess the natural light and ultraviolet (UV) penetration |
| | 2.2 | Project brief and building plans are acquired to assess aspect and orientation |
| | 2.3 | Window treatments and placement are examined to analyse their efficiency in controlling light |
| | 2.4 | Selection of colours for walls, ceilings, furnishings and wall hangings are reviewed in their effect on raising or lowering the effect of light into the space |
| | 2.5 | Characteristics of natural light are researched and reported in accordance with the project brief goals |
| | 2.6 | Methods of light control and light control devices are assessed for their affect on natural light |
| 3 | Assess artificial light sources | |
| | 3.1 | Artificial light sources and their properties are assessed for adequacy in achieving desired lighting effects |
| | 3.2 | Environmental impact of artificial lighting devices are researched and assessed and current technologies identified |
| | 3.3 | Location of artificial lights are identified and required changes to location to meet desired effects are determined |
| | 3.4 | Affect of artificial lighting on the colour spectrum is analysed |
| | 3.5 | Technical terms associated with artificial lighting are used to communicate lighting requirements |
| | 3.6 | Special effects that can be achieved using artificial lighting are identified |
| | 3.7 | Industry standards and requirements for artificial lighting are researched and identified |
| 4 | Select light fittings | |
| | 4.1 | Research is conducted to determine cost and energy efficient light fittings to meet the requirements of an integrated decoration solution |
| | 4.2 | Required locations of light fittings are identified |

- | | | |
|---|---|--|
| | 4.3 | Light fittings are selected and specifications documented |
| | 4.4 | Electricity board is assessed to determine potential complications with selected light fittings |
| | 4.5 | Electrician is consulted to confirm costing and installation requirements to implement lighting schedule |
| 5 | Draw and present lighting layouts for an interior space | 5.1 |
| | | Lighting layout is documented using industry symbols and conventions |
| | | 5.2 |
| | | Selection of light fittings are related to layout, including furniture, ceiling forms and natural light |
| | | 5.3 |
| | | Formats for schedules of light fittings are researched |
| | | 5.4 |
| | | Lighting schedule is completed |
| | | 5.5 |
| | | Costing are determined and documented |
| | | 5.6 |
| | | Lighting layout is presented to client |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and

	Accessible Housing Design guidelines, and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
Light fittings include:	<ul style="list-style-type: none">• lamps• ceiling lights• wall lights• spot lights• flood lights
Project brief includes:	<ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements
Clients include:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)

	<ul style="list-style-type: none">• journals (directions magazines)• artistic equipment and products• model making equipment
Site analysis includes:	<ul style="list-style-type: none">• a visit to the building (home, office or other) to achieve a feel for the intention of the project brief and how natural light may effect it, to assess the level of radiation from the sun into the space and the angles and obstructions caused by other buildings, vegetation or man-made objects. It includes recording information and taking photos
Natural light includes:	<ul style="list-style-type: none">• light emitted directly by the sun or reflected from it
UV light includes:	<ul style="list-style-type: none">• light that is so blue humans cannot see it. A band of the electromagnetic spectrum between the visible and the X-ray. Photons of UV light are more energetic than photons of visible light
Aspect and orientation include:	<ul style="list-style-type: none">• the direction in which a building or space is facing (e.g. north, east, south, west or any variation of this)
Window treatments include:	<ul style="list-style-type: none">• blinds• curtains• awnings• shutters• shades• window tinting
Colours include:	<ul style="list-style-type: none">• colour principles• psychology• fundamentals• coordination• perception• language• tonal• translucent• contrast• harmony• effects on space• formulas• colour wheels
Wall hangings include:	<ul style="list-style-type: none">• mirrors• paintings• etchings• framed memorabilia• certificates
Spaces include:	<ul style="list-style-type: none">• commercial or domestic spaces

- rooms, such as:
 - bedrooms
 - bathrooms
 - kitchens
 - laundries
 - living spaces
 - multi-purpose rooms
 - storage rooms
 - studies
 - offices
 - garages
 - rumpus rooms
 - media rooms
 - toilets
 - pantries
 - entertainment areas
 - halls
 - workstations
- Characteristics include:**
- energy efficiency
 - glare
 - reflection
 - intensity
 - dynamic (not constant value)
- Methods of light control include:**
- window treatments
 - sails
 - building extensions
 - patios
 - motorised or automated devices
- Light control devices include:**
- motorised or automated mechanisms linked to window treatments
- Artificial lighting devices include:**
- dimmers
 - wall lights
 - light-emitting diode (LED)
 - energy efficient globes
 - incandescent
 - halogen
 - fluorescent
 - discharge lamps
- Special effects include:**
- dimming
 - spotlighting

- flooding
 - brightness
 - creating space
 - creating focus
- Electricity board assessment includes:**
- identification of approximate age of board
 - number of circuits
 - safety switches
 - signs of rewiring
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4008A Assess interior light and recommend light fittings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4008 Assess interior light and recommend light fittings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assess light for its environmental impact and ability to meet decorative requirements, and provide the client with cost-effective and efficient lighting solutions
- Apply design elements and principles in recommending light fittings and provide a documented lighting layout and schedule
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for assessing interior light and recommending light fittings
- Organisational and site standards, requirements, policies and procedures
- Australian lighting standards and drawing conventions
- Research sources for lighting
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Natural light characteristics and controls
- Design themes and design development
- Sketching and drawing techniques

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to assessing interior light and recommending light fittings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4009 Research architectural styles and movements

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching architectural styles and movements and identifying and analysing how they influence interior decoration and design projects. It includes documenting findings and information for use in decoration and design projects.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1 Plan research | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching architectural styles are verified and complied with |
| | 1.2 Relevant research sources of information on architectural styles are located |
| | 1.3 Formal and informal research techniques are selected to access the information |
| | 1.4 Scope of research is determined |
| 2 Conduct research and document findings | 2.1 Research is conducted using a range of research techniques |

- 2.2 Geographical research is conducted to detect influences
 - 2.3 Historical, cultural, economic and environmental influences on architectural styles and movements are examined
 - 2.4 Features of architecture are identified
 - 2.5 Significant trends in decorative art and architecture, and the use of materials and techniques are analysed
 - 2.6 The influence and impact of architecture on interior decoration and design, and the relationship of the two disciplines are analysed
 - 2.7 Research information is applied to current architectural design trends, philosophy and surrounding buildings
 - 2.8 Information is documented to develop reference materials to inform decoration and design projects
 - 2.9 Research materials and results of the research are organised and compiled into easy to access facilities for further reference
- 3 Maintain currency with architectural styles and movements
 - 3.1 Research sources and compiled information are regularly checked for usefulness in informing design and decoration projects
 - 3.2 Current cultural, economic and environmental influences on architecture are analysed
 - 3.3 Opportunities to update and expand research of styles and movements are scheduled
 - 3.4 Findings from research are regularly incorporated into design outcomes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills

- Research sources include:**
- scientific texts
 - historical texts and journals
 - oral histories
 - journals
 - periodicals
 - images
 - objects
 - films
 - videos
 - microfiche
 - internet
 - technical information
 - stories
 - libraries
 - museums
 - universities
 - collections of catalogues

- Information includes:**
- philosophy
 - Australian histories
 - cultural issues
 - spiritual issues
 - religious issues
 - histories of Australian and imported architectural trends
 - linguistics

**Architectural styles
include:**

- aesthetics
- politics
- gender and identity issues
- land and place
- signs and symbols
- criticism
- new technologies
- light
- Colonial
- Georgian
- Colonial Regency
- Greek Revival
- Gothic Revival
- Early Victorian
- Mid Victorian
- Late Victorian
- Italianate
- Boom Style
- Queen Anne
- Edwardian
- Federation
- Californian Bungalow
- Old English
- Spanish Mission
- Early Modern
- Waterfall (including Art Deco)
- L-shape
- Triple Front (Cream Brick)
- 1970s
- 1980s (Eclectic)
- Federation Revival
- Environmental
- New Modern
- Bauhaus
- Art Nouveau
- de Stijl
- Art Nouveau Scandinavian
- organic deconstructivism
- post-modern
- hi-tech
- minimalism
- a range of pre-20th Century styles

Research techniques include:	<ul style="list-style-type: none">• internet searches• interview• discussions• books• journal reviews• films• documentary reviews• on-site visits
Geographical research includes:	<ul style="list-style-type: none">• international• national• regional• local influences
Facilities include:	<ul style="list-style-type: none">• files• computer files• indices• databases• charts• diagrams
Documented includes:	<ul style="list-style-type: none">• freehand drawings• sketches• ideation drawings• working drawings• computer-generated documentation• pictures• illustrations• photos• multimedia presentations• materials or theme boards• specifications• measurements
Analysis includes:	<ul style="list-style-type: none">• comparing• contrasting• reflecting• critiquing• considering merit• discussion• debate
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4009A Research architectural styles and movements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4009 Research architectural styles and movements

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use appropriate techniques and research a range of architectural styles and movements to assist with informing current design practices, effectively analysing design elements and principles in architecture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Sketch and record information visually
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for researching architectural styles and movements
- Organisational and site standards, requirements, policies and procedures for researching architectural styles
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of research techniques
- Characteristics of materials, products and defects
- Computer programs
- Design themes and design development

- Procedures for the recording and documentation of information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to researching architectural styles used in Australia.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4010 Research interior decoration and design influences

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching significant influences on contemporary and historical interior decoration and design styles to access a range of information sources on historical, 20th Century and contemporary interior decoration and design styles. The information is used to identify how these influences inform current and future decoration and design projects.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1 Research and analyse significant influences on interior decoration and design | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching interior decoration and design influences are verified and complied with |
| | 1.2 Relevant research sources of information on interior decoration and design influences are located |
| | 1.3 Significant historical influences on interior decoration and design are investigated |
| | 1.4 Effects of influences on interior decoration and design preferences are identified |

		1.5	Current interior decoration trends are researched to identify influences on their adoption and dissemination
2	Research and analyse historical development of interior decoration	2.1	Research is conducted using a range of research techniques
		2.2	Significant decorators and designers in interior decoration and design history are identified and their styles and practices analysed
		2.3	Key developments and trends affecting interior decoration and design are identified and their impact on styles and practices analysed
		2.4	Changes in decoration and design trends and philosophy are examined and influences on styles and practices analysed
		2.5	Historical influences on the development of contemporary styles and practices, including architectural, cultural, economic and environmental, are examined
		2.6	Information is documented to develop reference materials to inform interior decoration and design projects
		2.7	Research materials and results of the research are organised and compiled into easy to access facilities for further reference
3	Maintain currency with decoration styles and movements	3.1	Research sources and compiled information are regularly checked for usefulness in informing decoration and design projects
		3.2	Impact of environmental considerations on decoration and design is analysed
		3.3	Information sources on design predictions and trends are identified and accessed to maintain currency of industry knowledge

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills

- Research sources include:**
- scientific texts
 - historical texts and journals
 - oral histories
 - journals
 - periodicals
 - images
 - objects
 - films
 - videos
 - microfiche
 - internet
 - technical information
 - stories
 - libraries
 - museums
 - universities
 - collections of catalogues

- Information includes:**
- philosophy
 - Australian histories
 - cultural issues
 - spiritual issues
 - religious issues
 - histories of Australian and imported architectural trends
 - linguistics

	<ul style="list-style-type: none">• aesthetics• politics• gender and identity issues• land and place• signs and symbols• criticism• new technologies• light
Research techniques include:	<ul style="list-style-type: none">• internet searches• interview• discussions• books• journal reviews• films• documentary reviews• on-site visits
Significant decorators and designers include:	<ul style="list-style-type: none">• Florence Broadhurst• Marc Newson• Philippe Starck• Ron Arad• Ettore Sottsass
Documented includes:	<ul style="list-style-type: none">• freehand drawings• sketches• ideation drawings• working drawings• computer-generated documentation• pictures• illustrations• photos• multimedia presentations• materials or theme boards• specifications• measurements
Facilities include:	<ul style="list-style-type: none">• files• computer files• indices• databases• charts• diagrams
Environmental considerations include:	<ul style="list-style-type: none">• sustainability• use of environmentally friendly materials

Information and procedures include:

- energy efficiency
- water efficiency
- work instructions, including plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4010A Research interior decoration and design influences.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4010 Research interior decoration and design influences

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use research techniques and develop research facilities to research design influences that assist with informing current design practices
- Identify historical developments of interior decoration and design practices and how they influence current styles and practices
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for researching decoration and design styles and movements
- Organisational and site standards, requirements, policies and procedures for researching decoration and design styles
- Types of research techniques
- Decoration and design themes and development
- Procedures for the recording and documentation of information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to researching interior decoration and design.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID4011 Determine work health and safety (WHS) implications of interior effects

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying and assessing the WHS implications of effects used in interior decoration and design, including furniture, hard and soft materials and accessories, to determine potential hazards for a range of customer groups.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify principles of WHS	1.1 Duty of care and responsibilities of individuals and organisations are defined
	1.2 Concepts of hierarchy of control are identified and related to the workplace
	1.3 Codes of practice relating to specific workplace risks are identified
	1.4 Importance of a systematic approach to WHS is understood
	1.5 Applicable WHS, legislative and organisational requirements relevant to interior decoration and design are

		identified
2	Assess WHS implications for interior decoration and design	<p>2.1 Hazards associated with materials used in interiors are identified</p> <p>2.2 Hazards associated with effects are identified</p> <p>2.3 Safety measures implemented to control hazards are identified and implications for interior decoration and design evaluated</p> <p>2.4 Information resources on safety aspects of materials, effects and technology used in interior decoration and design are identified and accessed</p> <p>2.5 Furniture and joinery ergonomics are assessed</p>
3	Assess safety implications for customers	<p>3.1 Range of customers for interior decoration and design are identified and potential hazards for customers determined</p> <p>3.2 Safety measures implemented to control hazards to customers are identified and implications for decoration and design are evaluated</p>
4	Assess risk	<p>4.1 Likelihood of hazards causing harm is considered and determined</p> <p>4.2 Consequence if the event should occur is evaluated and determined</p> <p>4.3 Risk level (likelihood and consequence combined) is considered and determined</p>
5	Apply risk control measures to decoration and design solutions	<p>5.1 Project brief is analysed and potential safety issues identified</p> <p>5.2 Solutions are evaluated for WHS implications</p> <p>5.3 Range of options which may eliminate or minimise risks are identified</p> <p>5.4 Most appropriate treatment for addressing risk is selected and applied to solution</p>

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements• work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills |
| Duty of care: | <ul style="list-style-type: none">• requires everything ‘reasonably practicable’ to be done to protect the health and safety of others at the workplace. This duty is placed on:<ul style="list-style-type: none">• all employers• their employees• any others who have an influence on the hazards in a workplace |
| Responsibilities of individuals and organisations include: | <ul style="list-style-type: none">• complying, as far possible, with all activities carried out in accordance with the standard and reporting anything that might affect compliance with the standard |
| Hierarchy of control include: | <ul style="list-style-type: none">• the range of feasible options for managing the risk to health and safety. The hierarchy has the following controls:<ul style="list-style-type: none">• elimination of the hazard• its substitution with a less harmful version• its redesign• engineering controls |

	<ul style="list-style-type: none">• isolation of the hazard from people at the workplace• safe work practices• redesigning work systems• the use of personal protective equipment by people at the workplace
Systematic approach includes:	<ul style="list-style-type: none">• hazard identification• risk assessment• risk control• review
WHS requirements include:	<ul style="list-style-type: none">• Commonwealth, state or territory legislation and regulations• organisational safety policies and procedures• use of personal protective equipment and clothing• firefighting equipment• first aid equipment• hazard and risk control and elimination• control of hazardous materials and substances• manual handling including lifting and carrying
Materials include:	<ul style="list-style-type: none">• adhesives• nails, and staples• paint• treatments and finishes• fixtures• fabrics• animal skin• wood• metal• plastic• foam• oils
Hazards associated with materials include:	<ul style="list-style-type: none">• chemical properties:<ul style="list-style-type: none">• toxicity• fumes• combustibility• physical properties:<ul style="list-style-type: none">• strength• weakness• splintering• breakage• weight• components:<ul style="list-style-type: none">• adhesives

	<ul style="list-style-type: none">• nails and staples• manual handling requirements
Effects include:	<ul style="list-style-type: none">• furniture• fixtures• finishes• accessories• soft furnishings• lighting• special effects
Hazards associated with effects include:	<ul style="list-style-type: none">• location and positioning considerations, such as:<ul style="list-style-type: none">• accessibility and obstruction• fixing and securing• placement of power sources and leads• ergonomics
Range of customers include:	<ul style="list-style-type: none">• aged and the elderly• people with disabilities• children• adults
Potential hazards to customers include:	<ul style="list-style-type: none">• allergies to materials• injury from materials or components• injury due to design faults• lack of stability• breakages• difficult to handle or install effects• electric shock
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID4011A Determine occupational health safety (OHS) implications of interior effects.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID4011 Determine work health and safety (WHS) implications of interior effects

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Locate and apply safety information and assess safety aspects of interior decoration and design solutions for a range of customers
- Address risks and hazards in interior decoration and design and complete a minimum of three (3) risk assessments of interior decoration and design solutions, including the determination of required treatments
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to risk management in an interior decoration and design environment
- Organisational and site standards, requirements, policies and procedures for interior decoration and design
- Types of tools and equipment, their operating characteristics and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Common interior decoration and design related hazards and the range of commonly applied treatments
- Environmental protection requirements

- Established communication channels and protocols
- Relevant problem identification and resolution
- Appropriate mathematical procedures for estimation and measurement
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to determining WHS implications of interior effects.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5001 Design residential interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying 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. Designs include those which require changes to established structural aspects of the building interior or to building services.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-----------------------------|--|
| 1 Analyse the project brief | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for residential spaces are verified and complied with |
| | 1.2 Project brief is reviewed, confirmed and clarified with client |
| | 1.3 Key requirements for the project are assessed and confirmed and constraints determined |

- 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness
 - 1.5 Communication with others is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the design process
 - 1.7 All required information is accessed and interpreted to inform the design process
- 2 Conduct project research
 - 2.1 Site analysis is conducted to assess the requirements of the space requiring work
 - 2.2 Intended function of the space is ascertained from the client
 - 2.3 Contextual information relating to the brief is researched and evaluated
 - 2.4 Functional and planning issues are determined specific to the site and client requirements
 - 2.5 Research material is organised and presented in the form of a design proposal
 - 2.6 Project is planned to make effective use of time and available resources
- 3 Develop design concepts
 - 3.1 Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the design brief
 - 3.2 Concepts are presented through appropriate presentation methods
 - 3.3 Viability of concepts are assessed in conjunction with others
 - 3.4 Environmental implications of the project are assessed and design concepts reviewed to ensure maximum energy efficiency achieved in solution
 - 3.5 Access issues relating the project are identified and addressed in design solution
- 4 Design the space
 - 4.1 Ideas are translated into 3-D space satisfying functional criteria
 - 4.2 Evidence of 3-D notions are explored through modelling
 - 4.3 The arrangement and allocation of space is explored to

- express the concept
- 4.4 Idea with the greatest potential for success is presented to promote the design's acceptance using both 2-D and 3-D representations
 - 4.5 Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined
 - 4.6 A colour and materials palette is selected to enhance spatial ideas
 - 4.7 Design is modified in response to critical feedback without losing integrity of the design intention
- 5 Revise and refine solution
- 5.1 Ergonomic and anthropometric principles are assessed in respect to the space and the intended products
 - 5.2 Spatial planning is further revised and resolved in response to client feedback
 - 5.3 Materials, colours, furniture, finishes, fixtures and fittings are selected appropriate to the concept and brief parameters
 - 5.4 Feedback is received through consultation with the client and incorporated into design solution
- 6 Prepare a fully rendered client presentation
- 6.1 Resource requirements are identified for presentation
 - 6.2 Final design solution is communicated effectively and creatively using a range of techniques and media
 - 6.3 Documentation drawings and material selections are prepared that are consistent with, and that best communicate, the design intent
 - 6.4 Work is completed to plan and within brief constraints
 - 6.5 Client feedback and response are analysed to determine success in achieving client satisfaction
 - 6.6 Own performance in the design process is examined to identify strengths and weaknesses
 - 6.7 Areas for improvement are identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public

Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant research includes:	<ul style="list-style-type: none">• similar products and typologies• materials• social and cultural influences• site analysis• site conditions• functional requirements
Information includes:	<ul style="list-style-type: none">• philosophy• Australian histories• cultural issues• spiritual issues• religious issues• histories of Australian and imported architectural trends• linguistics• aesthetics• politics• gender and identity issues• land and place• signs and symbols• criticism• new technologies
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site and recording information and taking photos
Creative methodologies include:	<ul style="list-style-type: none">• brainstorming• word association• imaging• modelling• lateral thinking

Presentation methods include:	<ul style="list-style-type: none">• application of a range of media• mood board• concept board• 3-D models• sketches• photos
Environmental implications include:	<ul style="list-style-type: none">• the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels, resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Colours include:	<ul style="list-style-type: none">• colour principles• psychology• fundamentals• coordination• perception• language• tonal• translucent• contrast• harmony• effects on space• formulas• colour wheels
Finishes include:	<ul style="list-style-type: none">• paints• waxes

Fixtures, fittings and accessories include:

- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures
- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built in cabinetry or fittings
- light fittings
- lamps
- picture framing
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery
- glassware
- fireplace items
- gifts
- hand crafts
- water features
- photographs
- pottery

- Drawings include:**
- personal items
 - statues
 - book ends
 - bowls
 - bottles
 - hand drawn images or ideation drawings completed freehand
 - drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)
 - elevations
 - sections
 - plans
 - perspectives
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5001A Design residential interiors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5001 Design residential interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design for at least two (2) residential interiors to provide the client with creative solutions that satisfy the design brief effectively applying design elements and principles
- Draw using manual and computer based techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for residential space
- Organisational and site standards, requirements, policies and procedures for designing for residential space
- Australian Standards and the Building Code of Australia (BCA) relating to interior residential design
- Environmental protection requirements relating to interior residential design
- Established communication channels and protocols
- Relevant design problem identification and resolution
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance

- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for residential interiors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5002 Develop a decoration proposal for a complex site

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers developing a complete proposal for a complex site which may include a high-end residential or commercial site with multiple themes and usage areas, that satisfies the requirements of a client brief by specifying the furniture, fixtures, fittings and artworks.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------------|--|
| 1 Analyse the project brief | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for complex sites are verified and complied with |
| | 1.2 Project brief is reviewed, confirmed and clarified with client |
| | 1.3 Key requirements for the project are assessed and confirmed and constraints determined |
| | 1.4 Resources are selected appropriate to work requirements |

- and checked for operational effectiveness
- 1.5 Communication with others involved in the project is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the decoration process
 - 1.7 All required information is accessed and analysed to inform the decoration process
- 2 Conduct project research
- 2.1 Site analysis is conducted to assess the requirements and environmental aspects of the spaces requiring work
 - 2.2 Intended function of the spaces are ascertained from the client
 - 2.3 Contextual information relating to the brief is researched and evaluated
 - 2.4 Functional and planning issues are determined specific to the site and client requirements
 - 2.5 Research material is organised and presented in the form of a decoration proposal
 - 2.6 Project is planned to make effective use of time and available resources
- 3 Generate decorative themes and concepts
- 3.1 Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the project brief
 - 3.2 Ideas are translated into 2-D and 3-D space resolution using a range of techniques and media
 - 3.3 Themes and concepts are presented to the client using support documentation, sketches, mood boards, and concept boards
 - 3.4 Viability of concepts are assessed in conjunction with others
 - 3.5 Client feedback is obtained and ideas revised and refined accordingly
- 4 Select and specify internal finishes, furniture, furnishings, lighting and object
- 4.1 Internal elements and wall and floor finishes are selected and specified according to brief parameters
 - 4.2 Materials board and schedules are developed

d'art	4.3	Lighting effects are designed and detailed	
	4.4	Furniture, accessories and art objects are selected, specified and costed using established workplace system	
	4.5	Furnishings and window treatments are selected to enhance the design scheme within the constraints of the brief and budget	
	4.6	Rendered 2-D and 3-D drawing of the scheme are prepared to represent the desired effect	
5	Present a fully resolved scheme and evaluate client response	5.1	Final decoration solution is presented to the client in a professional manner using a range of digital media
		5.2	Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined without losing design integrity
		5.3	Own performance in the design process is examined to identify strengths and weaknesses
		5.4	Areas for improvement are identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health

- regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timelines
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards
 - storyboards
 - swatches
 - product based colour systems, such as Munsell or similar
 - colour matching system, such as Pantone Matching System (PMS)
 - journals (directions magazines)
 - artistic equipment and products
 - model making equipment
- Relevant research includes:**
- similar products and typologies
 - materials
 - social and cultural influences
 - site analysis
 - site conditions
 - functional requirements

Information includes:	<ul style="list-style-type: none">• lifestyle requirements• cultural issues• ergonomics• anthropometrics• proxemics• costs• product performance and characteristics• existing conditions
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site, and recording information and taking photos
Environmental aspects include:	<ul style="list-style-type: none">• how the use of raw materials affects the ecology and environment and how its continued use will affect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)• elevations• sections• plans• perspectives
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5002A Develop a decoration proposal for a complex site.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5002 Develop a decoration proposal for a complex site

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Develop an interior design for at least two (2) complex sites to provide the client with creative solutions that satisfy the design brief effectively applying design elements and principles
- Draw using manual and computer based techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for decorating high-end residential and commercial spaces
- Organisational and site standards, requirements, policies and procedures
- Australian Standards and the Building Code of Australia (BCA) relating to decoration projects
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Elements and principles of design including liveability and accessibility
- Ergonomics, anthropometrics, proxemics and aesthetic values

- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Computer programs used for drawings and preparation of decoration documentation
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing to architectural drawing standards
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to developing a decoration proposal for a complex site.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5003 Evaluate site for interior design brief

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers evaluating materials and construction methods used on a site in order to determine their impact on the interior design brief. It involves identifying the features and implications associated with common structural techniques used for walls, ceilings and floors, and the materials used, plus a simple assessment of main services to determine suitability for design requirements.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for site evaluation	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to conducting site visits are verified and complied with
		1.2	Scope of brief is reviewed and any available drawings accessed
		1.3	Parameters for the project are assessed and confirmed
		1.4	Site visit is arranged with client

- | | | |
|---|--|---|
| | 1.5 | Tools used to assist in site evaluation are prepared |
| 2 | Assess structural aspects of interior space | |
| | 2.1 | Wall construction and features are identified and suitability to design requirements are determined |
| | 2.2 | Flooring construction and features are identified and suitability to design requirements are determined |
| | 2.3 | Roof construction and features are identified and suitability to design requirements are determined |
| | 2.4 | Other structures and their features are analysed to determine requirements to meet design brief |
| | 2.5 | Changes required for structural aspects to meet design brief are identified and implications examined |
| | 2.6 | Measurements are undertaken and recorded to inform budget calculations and design documentation |
| | 2.7 | Costs associated with making structural changes are estimated |
| 3 | Assess materials used in interior space | |
| | 3.1 | Materials used in interior walls are identified and their features, applications and limitations assessed |
| | 3.2 | Materials used in flooring are identified and their features, applications and limitations assessed |
| | 3.3 | Finishes and other materials used are assessed and implications for design brief are identified |
| | 3.4 | Properties of the materials used in structures are analysed and evaluated |
| 4 | Assess services | |
| | 4.1 | Plumbing, water and drainage features that may impact on design brief are identified and assessed |
| | 4.2 | Features of electrical service are assessed to determine suitability for design requirements |
| | 4.3 | Other services are assessed to determine suitability for design requirements |
| 5 | Conduct additional research to support site evaluation | |
| | 5.1 | Specialist professionals are consulted to verify or further determine outcomes relevant to design requirements |
| | 5.2 | Building information, plans, drawings and materials data is accessed to gain additional information relevant to the |

project

- 5.3 New technologies are researched to determine relevance to project
- 5.4 Longevity and restorability quality of structures and materials are researched
- 5.5 Environmental considerations for project are identified and further information accessed to ensure currency of knowledge

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills

Scope of brief includes:

- aims
- objectives
- milestones for the project
- organisational or personal profiles

	<ul style="list-style-type: none">• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function
Clients include:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes (legislative and planning)• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Tools include:	<ul style="list-style-type: none">• measuring devices• cameras• colour charts• note taking equipment
Wall construction includes:	<ul style="list-style-type: none">• solid masonry• stud frame• load bearing• non-load bearing• bracing
Flooring construction includes:	<ul style="list-style-type: none">• concrete slab• timber• steel• under floor access
Roof construction includes:	<ul style="list-style-type: none">• rafter and truss construction• sheeted• suspended• underside of floor of level above
Other structures include:	<ul style="list-style-type: none">• beams• lintels• columns
Materials used in interior walls include:	<ul style="list-style-type: none">• timber (softwood and hardwood)• concrete block

- brick
 - concrete
 - aerated concrete
 - plasterboard
 - fibrous cement products
 - manufactured timber products
 - metal
 - acrylic sheeting
 - laminate sheeting
- Materials used in flooring include:**
- concrete
 - timber
 - manufactured timber products
 - hard floor finishes, including ceramic tiles and floating floor systems)
 - soft floor coverings
- Other materials include:**
- building products of all types used for the manufacture of:
 - beams
 - columns
 - windows
 - doors
 - railings
 - finishing trims manufactured from:
 - solid timber (native and imported)
 - manufactured timber products
 - plastic
 - metal
 - alloys
 - stone
 - glass
 - fibreglass
 - foam
 - cardboard
 - paper products
 - any other manipulable substance
- Properties include:**
- principles of structural systems
 - terminology
 - modification capability
 - compression
 - tension
 - shear
 - bending

	<ul style="list-style-type: none">• twisting• wind forces• durability• level of fire retardancy• fibre make up• composition• material use• finishes• quality• environmental sustainability• ergonomics• flammability• maintenance requirements• wear and tear• construction methods
Features of electrical service include:	<ul style="list-style-type: none">• approximate age of electrical distribution board• number of circuits• safety switches• circuit breakers• signs of rewiring• position and number of power outlets• position and number of lights• data and communications cabling
Other services include:	<ul style="list-style-type: none">• gas• data• communications• air extraction• air conditioning
Specialist professionals include:	<ul style="list-style-type: none">• engineers• plumbers• electricians• communications consultants• licensed builders• architects
Longevity and restorability include:	<ul style="list-style-type: none">• an analysis of how long the material is expected to maintain its structure and colour, while maintaining quality of aesthetic value and how readily the material can be repaired or replaced
Environmental considerations include:	<ul style="list-style-type: none">• design sustainability• how the use of raw materials affects the ecology and environment and how its continued use will affect the area it has been sourced from

- energy consumption in achieving the material
 - greenhouse gases created
 - waste levels
 - resource utilisation and transport effects
 - what impact will be felt by reducing or stopping material from the source
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5003A Evaluate site for interior design brief.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5003 Evaluate site for interior design brief

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assess structural and non-structural elements of a site to determine implications for interior design and identify the features and implications of construction techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Access and apply the Building Code of Australia (BCA)
- Resource information appropriate to interior construction
- Evaluate a site and establish drawing requirements and document construction details in a range of scales, notation of materials, techniques and finishes
- Initiate new ideas and work techniques from the evaluation as necessary
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for evaluating a site
- Organisational and site standards, requirements, policies and procedures for evaluating a site
- Role of Australian Standards and the BCA
- Elements and principles of design including liveability and accessibility
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information

- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Basic building and architectural terminology
- Common structural and non-structural components of a residential building
- Materials and methods involved in interior refurbishment
- Local regulations and councils
- Construction techniques/technologies
- Statutory planning regulations affecting interior design
- Subcontractor roles

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to assessing viability of structures for domestic properties.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5004 Specify structural elements, systems and services for interior spaces

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers specifying structural elements, systems and services for interior spaces in order to achieve design requirements and includes the production of drawings that have layout specifications using computer-aided design (CAD) programs. Interior designs may relate to residential or small to medium scale commercial spaces and may include new or existing buildings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

MSFID5003 Evaluate site for interior design brief

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------|--|
| 1 Conduct project evaluation | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to conducting site visits and preparing design specifications are verified and complied with |
|------------------------------|--|

- | | | |
|---|-------------------------------------|---|
| | 1.2 | Project brief is reviewed and parameters for the project are assessed and confirmed |
| | 1.3 | Site measurements and drawings are analysed and information on structures and services confirmed |
| | 1.4 | Construction methods used are identified and implications for design determined |
| 2 | Design structural aspects of design | |
| | 2.1 | Location and features of walls are determined and documented |
| | 2.2 | Location and features of flooring are determined and documented |
| | 2.3 | Location and features of ceilings are determined and documented |
| | 2.4 | Location and features of other structures are determined and documented |
| | 2.5 | Implications of structural designs are identified and addressed |
| | 2.6 | Costs associated with making structural changes are calculated |
| | 2.7 | Environmental considerations and access implications for structural ideas are identified and integrated into the design |
| 3 | Design service aspects | |
| | 3.1 | Location and features of plumbing are determined and documented |
| | 3.2 | Location and features of air conditioning, if applicable, are determined and documented |
| | 3.3 | Location and features of electricity outlets are determined and documented |
| | 3.4 | Location and features of other service aspects, if applicable, are determined and documented |
| | 3.5 | Implications of service designs are identified and addressed |
| | 3.6 | Costs associated with making service changes are calculated |

		3.7	Environmental considerations and access implications for service ideas are identified and integrated into the design
4	Liaise with specialist professionals	4.1	Specialist professionals are sought out and contacted to assess viability of design
		4.2	Costs and work requirements are confirmed with specialist professionals
		4.3	Work schedule is developed and tested with industry professionals
5	Prepare design documentation	5.1	Design drawings are completed with layout and specifications for structural, non-structural and service information
		5.2	Budget and project implementation schedule is developed
		5.3	Design documentation is prepared for client
		5.4	Design is presented to client and reviewed for further improvement

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and

	Accessible Housing Design guidelines, and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
Scope of brief includes:	<ul style="list-style-type: none">• aims• objectives• milestones for the project• organisational or personal profiles• target audience• budget• timeline• consultation requirements• colour requirements• image requirements• function
Structural elements include:	<ul style="list-style-type: none">• walls• flooring• ceiling components
Services include:	<ul style="list-style-type: none">• plumbing• drainage• electrics• gas• air conditioning
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes (legislative and planning)• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Structural aspects include:	<ul style="list-style-type: none">• walls• ceilings• flooring• columns• posts• poles• windows• doors• beams• cables• trusses

Environmental considerations include:	<ul style="list-style-type: none">• design sustainability• how the use of raw materials affects the ecology and environment and how its continued use will affect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Access implications include:	<ul style="list-style-type: none">• implications for people with disabilities• the aged
Specialist professionals include:	<ul style="list-style-type: none">• engineers• plumbers• electricians• communications consultants• licensed builders• architects
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5004A Specify structural elements, systems and services for interior spaces.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5004 Specify structural elements, systems and services for interior spaces

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assess structural and non-structural elements of a site to determine implications for interior design and design structural aspects of interior space
- Identify service aspects of interior space to complete drawings and specifications for interior design incorporating structural elements and services
- Access and apply the Building Code of Australia (BCA) and resource information appropriate to interior construction
- Establish drawing requirements and document construction details in a range of scales using correct notation of materials, techniques and finishes, and draft specifications for interior space structural elements and services
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques in specification as necessary
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing structural and service aspects of an interior space
- Organisational and site standards, requirements, policies and procedures
- Role of Australian Standards and the BCA
- Elements and principles of design, including liveability and accessibility

- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Basic building and architectural terminology
- Common structural and non-structural methods and technologies used in a residential or small to medium commercial building
- Types of services and their structural implications
- Materials and methods involved in interior construction
- Local regulations and councils
- Statutory planning regulations affecting interior design
- Subcontractor roles

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to specifying structural elements, systems and services for interior spaces.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5005 Explore and apply creative design methodology to interior space

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers manipulating 3-D interior space and form applying the elements and principles of design in response to a brief. It involves observing and analysing a range of complex spatial typologies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Research and evaluate a range of complex spaces	1.1	The spatial relationships of objects in a range of interior spaces are observed and evaluated
		1.2	A range of existing spatial typologies are observed and compared
		1.3	A range of existing spatial arrangements and organising systems are observed and evaluated
2	Manipulate 3-D space and form	2.1	The elements and principles of design are applied to organise

	applying design methodologies		elements in 3-D interior space to satisfy brief requirements
		2.2	3-D space is manipulated using colour, texture and light
		2.3	Complex spatial arrangements are explored to satisfy brief requirements
		2.4	Scale, volume and proportion are explored for 3-D space and form to satisfy brief requirements
3	Resolve interior design problems applying design methodologies	3.1	Interior space is resolved applying the elements and principles of design
		3.2	Interior design elements are resolved applying the elements and principles of design
		3.3	Design solution is evaluated and further refined to satisfy brief requirements
		3.4	Interior design solution is communicated through a range of media
		3.5	Feasibility of solution is explored and qualified
		3.6	Design solution and processes used are reviewed to assess own skill and identify areas for improvement or modification

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements• work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
Spatial typology includes:	<ul style="list-style-type: none">• voids• apertures• thresholds• atriums• vertical and horizontal circulation systems• public spaces• multi-level spaces• mezzanines• transitional spaces• staircases• ceiling planes
Spatial arrangements and organising systems include:	<ul style="list-style-type: none">• axis• grids• lineal arrangements• centralised arrangements• nested spaces• modular systems• hierarchical systems• repetition structures
Elements and principles of design, including liveability and accessibility, include:	<ul style="list-style-type: none">• balance• similarity• texture• contrast• size

- ground, volume
- composition
- orientation
- form
- structure
- 2-D space
- position
- proportion
- 3-D space
- repetition
- scale
- line
- rhythm
- pattern
- point
- symmetry
- tone
- plane

Information and procedures include:

- work instructions, including plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5005A Explore and apply creative design methodology to interior space.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5005 Explore and apply creative design methodology to interior space

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply design elements and principles to complex 3-D form and interior space and manipulate the elements and principles of design
- Use conceptual models and other 3-D and spatial visualisation techniques
- Observe and analyse the way complex spaces are configured and arranged and apply this to resolving interior design problems by exploring, evaluating and refining design solutions
- Observe and compare 3-D spaces to understand and apply the elements and principles of design when organising 3-D space
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for applying creative methodologies
- Organisational and site standards, requirements, policies and procedures for applying creative methodologies
- Elements and principles of design, including liveability and accessibility
- Interrelationship of forms in space
- Concept of space
- Uses of objects and forms
- Interior elements
- Space, volume and proportion and their application to interior design

- Spatial concepts, such as illusion (e.g. Trompe d'l oeil)
- Relationship of objects in space
- Methods of interpreting space
- Design process and progression of ideas
- Environmental protection considerations for interior design
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Design communication techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to exploring and applying creative design methodologies to interior space.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5006 Design interior lighting

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers designing lighting for an interior space to achieve lighting effects required by a design brief.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

MSFID4008 Assess interior light and recommend light fittings

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|------------------|--|
| 1 Assess project | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending lighting design are verified and complied with |
| | 1.2 Project brief is reviewed, confirmed and clarified with client |
| | 1.3 Parameters for the project are assessed and confirmed |

- | | | |
|---|--------------------------------------|--|
| | 1.4 | Resources are selected appropriate to work requirements and checked for operational effectiveness |
| | 1.5 | Communication with others is established and maintained |
| 2 | Assess current light sources | 2.1 Site analysis is conducted to assess the natural light and artificial light sources |
| | 2.2 | Project plans and drawings and site documents are analysed to determine current and potential influences on light source |
| | 2.3 | Factors for consideration are analysed with regards to their impact on lighting |
| | 2.4 | Environmental sustainability of design is assessed in terms of lighting |
| | 2.5 | Design is analysed to determine requirements for achieving desired lighting effects |
| 3 | Design lighting for interior project | 3.1 Research is conducted to determine cost and energy efficient lighting options to meet the requirements of the integrated design solution |
| | 3.2 | Light fittings and light control devices and their locations are selected and specified on design documentation |
| | 3.3 | Structural design features are reviewed in terms of effect on lighting and specifications determined to support the overall design solution |
| | 3.4 | Non-structural design features are reviewed in terms of effect on lighting and potential improvements identified |
| | 3.5 | Special effects are selected and specified for design |
| | 3.6 | Electrician is consulted to confirm potential complications with changes to lighting design, estimate costing and determine wiring requirements to implement lighting schedule |
| | 3.7 | Lighting design is assessed for conformance to industry standards and regulations |
| 4 | Draw and present lighting design | 4.1 Structural and non-structural design features required to achieve lighting effects are documented on design drawings |

- 4.2 Work and product schedules are developed
- 4.3 Costing is determined and documented
- 4.4 Lighting features are presented to client

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Lighting design includes:**
- selection of light fittings
 - determination of window positions and dimensions
 - uses of skylights
 - position of walls
 - balance of artificial and natural light sources
 - inclusion of light control devices
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones

- organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Parameters include:**
- scope of brief
 - approval to make changes (legislative and planning)
 - effect or feel trying to be achieved
 - functionality (short and long term)
 - budget restrictions
 - established timelines
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards
 - storyboards
 - swatches
 - product based colour systems, such as Munsell or similar
 - colour matching system, such as Pantone Matching System (PMS)
 - journals (directions magazines)
 - artistic equipment and products
 - model making equipment
- Site analysis includes:**
- a visit to the building (home, office or other) to achieve a feel for the intention of the project brief and how natural light may effect it, to assess the level of radiation from the sun into the space and the angles and obstructions caused by other buildings, vegetation or man-made objects, and recording information and taking photos
- Natural light includes:**
- light emitted directly by the sun or reflected from it
- Artificial light includes:**
- lamps
 - ceiling lights

	<ul style="list-style-type: none">• spotlights• floodlights• dimmers• wall lights• light-emitting diode (LED)• energy efficient globes
Factors for consideration include:	<ul style="list-style-type: none">• ultraviolet (UV) exposure• aspect and orientation• window treatments• light characteristics• colour• space layout• construction methods and materials
Light control devices include:	<ul style="list-style-type: none">• motorised or automated mechanisms linked to window treatments
Structural design features include:	<ul style="list-style-type: none">• placement and dimensions of walls• windows• doors• flooring and ceiling features• poles• posts• columns
Non-structural lighting design features include:	<ul style="list-style-type: none">• use of colour• fixtures• fittings• finishes• soft furnishings• furniture
Special effects include:	<ul style="list-style-type: none">• dimming• spotlight• flooding• brightness• creating space• creating focus
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5006A Design interior lighting.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5006 Design interior lighting

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assess light for its environmental impact and ability to meet lighting design requirements and provide clients with cost-effective and efficient lighting solutions
- Apply design elements and principles in recommending light design and provide documented lighting layout and schedule
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, and the reporting of work outcomes and problems
- Use computer operations for internet searches and CAD operations
- Analyse light fitting performance characteristics
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for assessing interior light and recommending light design
- Organisational and site standards, requirements, policies and procedures
- Australian lighting standards and drawing conventions
- Research sources for lighting
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Natural light characteristics and controls
- Artificial light characteristics and controls
- Structural influences on lighting

- Design themes and design development
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing interior lighting.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5007 Decorate for events

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers decorating for events in accordance with project briefs in a retail, consulting or design and decoration studio environment and involves application of skills and knowledge at a paraprofessional level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.								
1 Analyse the project brief	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to decorating for events are verified and complied with</td></tr><tr><td>1.2</td><td>Project brief is reviewed, confirmed and clarified with client</td></tr><tr><td>1.3</td><td>Key requirements and parameters for the event are assessed and confirmed and constraints determined</td></tr><tr><td>1.4</td><td>Resources are selected appropriate to work requirements and checked for operational effectiveness</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to decorating for events are verified and complied with	1.2	Project brief is reviewed, confirmed and clarified with client	1.3	Key requirements and parameters for the event are assessed and confirmed and constraints determined	1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to decorating for events are verified and complied with								
1.2	Project brief is reviewed, confirmed and clarified with client								
1.3	Key requirements and parameters for the event are assessed and confirmed and constraints determined								
1.4	Resources are selected appropriate to work requirements and checked for operational effectiveness								

- | | | |
|---|------------------------------|---|
| | 1.5 | Communication with event organisers is established and maintained |
| 2 | Analyse event information | 2.1 Site analysis is conducted to assess the requirements of the space requiring work |
| | 2.2 | Marketing strategy for the event is analysed and themes and concepts explored and evaluated in accordance with event objectives |
| | 2.3 | Lifestyle requirements and key characteristics of the target market are assessed and confirmed with event organisers |
| | 2.4 | Restrictions and timelines are ascertained from the event organisers |
| | 2.5 | Intended function of the event display is ascertained taking into account movement of people around displays and other displays |
| | 2.6 | Environmental considerations are analysed in respect to the space |
| | 2.7 | Cultural considerations are evaluated in respect to the space |
| | 2.8 | Ergonomic, anthropometric and proxemic principles are assessed in respect to the space and the intended products |
| 3 | Develop decoration ideas | 3.1 Products, materials and finishes are explored in accordance with the marketing strategy and discussed with event organisers |
| | 3.2 | Product quantities and qualities are calculated in accordance with event budget |
| | 3.3 | Performance and characteristics of products are assessed and reviewed in accordance with event requirements |
| | 3.4 | Costs associated with purchasing and obtaining the products are analysed and evaluated |
| | 3.5 | Colour options are explored and discussed for the event |
| | 3.6 | Sketches and drawings are completed and positioning of products and accessories identified |
| 4 | Complete decoration proposal | 4.1 Supplies necessary to complete the project are sourced and costed |

- 4.2 Suitable contractors are sourced and quotes obtained
- 4.3 Specifications for materials and processes are developed
- 4.4 Work plan is developed and evaluated
- 4.5 Costing and timelines are compiled and developed into a full project proposal
- 4.6 Proposal is presented to client
- 4.7 Client feedback and response is analysed to determine success in achieving client satisfaction
- 4.8 Own performance in the design process is examined to identify strengths and weaknesses
- 4.9 Areas for improvement are identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion,

	judgement and problem solving, plus self-management and learning skills
Project brief includes:	<ul style="list-style-type: none">• client needs and objectives• client aims and objectives and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timelines• consultation requirements• colour requirements
Clients include:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Events include:	<ul style="list-style-type: none">• expos• design shows• private displays• trade shows• magazine spreads• newspaper articles• advertising for local, national and international events
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)

	<ul style="list-style-type: none">• artistic equipment and products• model making equipment
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site and recording information and taking photos
Marketing strategy includes:	<ul style="list-style-type: none">• the overall marketing objectives and the strategies and programmes of action designed to achieve those objectives
Themes include:	<ul style="list-style-type: none">• variations of colour ways (based on directions media), furnishing trends and decoration trends
Concepts include:	<ul style="list-style-type: none">• ideas generated to respond to the project brief and client requirements through both ideation drawings or sketching and written explanation
Lifestyle requirements include:	<ul style="list-style-type: none">• influences such as religious, climatic, societal, lifestyle, living conditions, infrastructure, status and habitude
Restrictions include:	<ul style="list-style-type: none">• laws, regulations or policies which may affect a project or those working on it, such as:<ul style="list-style-type: none">• local government planning approval• worksite entry legislation• licensing• heritage laws
Timelines include:	<ul style="list-style-type: none">• the agreed project time span set and agreed for the project
Environmental aspects include:	<ul style="list-style-type: none">• how the use of raw materials affects the ecology and environment and how its continued use will affect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste level• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Cultural includes:	<ul style="list-style-type: none">• demography• geography (local, regional and national)• religious• climatic• societal• cultural• lifestyle• attitudinal• gratification• honour

- living conditions
- infrastructure
- status
- habitude
- Ergonomics include:**
 - the study of the efficiency of persons in their working environment
- Anthropometrics include:**
 - the scientific study of the measurements of the human body
- Proxemics include:**
 - the study of socially conditioned spatial factors in ordinary human relations
- Products include:**
 - furniture
 - soft furnishings
 - floor treatments
 - curtain treatments
 - built-in cabinetry or fittings
 - light fittings
 - lamps
 - picture framing
- Materials include:**
 - solid timber (native and imported)
 - manufactured timber products
 - plastic
 - metal
 - alloys
 - stone
 - glass
 - textiles
 - fibreglass
 - foam
 - cardboard
 - paper products
 - any other manipulable substance
- Finishes include:**
 - paints
 - waxes
 - lacquers
 - stains
 - pigments
 - oils
 - plastic coatings
 - veneers
 - ceramics
 - stone

	<ul style="list-style-type: none">• glass• textiles• other textures
Quality includes:	<ul style="list-style-type: none">• an inspection system for ensuring that pre-determined quality standards are being met, highlighting non-conformances requiring intervention
Performance and characteristics include:	<ul style="list-style-type: none">• assessment of products to determine if they meet the requirements of the intended end use application and how well they do it, and the durability and composition of the product
Costs include:	<ul style="list-style-type: none">• the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas
Colours include:	<ul style="list-style-type: none">• colour principles• psychology• fundamentals• coordination• perception• language• tonal• translucent• contrast• harmony• effects on space• formulas• colour wheels
Drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)
Accessories include:	<ul style="list-style-type: none">• trinkets• ceramics• trays• vases• carvings• baskets• pots• plants• candles• clocks• silverware• mirrors

	<ul style="list-style-type: none">• frames• screens• floral displays• haberdashery• glassware• fireplace items• gifts• hand crafts• water features• photographs• pottery• personal items• statues• book ends• bowls• bottles
Supplies include:	<ul style="list-style-type: none">• paints• furnishings• decorations• other internal fit-out products
Contractors include:	<ul style="list-style-type: none">• builders• painters• tilers• carpet/flooring layers and sanders• cabinetmakers• curtain makers• picture framers• electricians• plumbers• plasterers
Quoting includes:	<ul style="list-style-type: none">• a price for a project taking account of the sizes associated with the project, the cost of materials, labour and overheads
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5007A Decorate for events.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5007 Decorate for events

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Develop decoration proposal for one (1) event to provide cost-effective options that meet all event objectives effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, and the reporting of work outcomes and problems
- Use computer aided design techniques
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for decorating for events
- Organisational and site standards, requirements, policies and procedures
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Computer programs used to support proposal development
- Event display techniques
- Design themes and design development
- Colours, furnishings and decorations

- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to decorating for events.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5008 Design for people with disabilities and the elderly

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers designing interior residential spaces for people with disabilities and the elderly in residential environments for the solution of interior decoration and design projects and in accordance with project briefs. It applies to a retail, consulting or design and decoration studio environment and involves application of skills and knowledge at a paraprofessional level.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Analyse the project brief	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for residential spaces are verified and complied with
		1.2	Project brief is reviewed, confirmed and clarified with client
		1.3	Parameters for the project are assessed and confirmed
		1.4	Resources are selected appropriate to work requirements

- and checked for operational effectiveness
- 1.5 Communication with others is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the design process
 - 1.7 All required information is accessed and interpreted to inform the design process
- 2 Obtain client information
- 2.1 Site analysis of the residential environment is conducted to assess work requirements
 - 2.2 Nature of the disability or age reducing senses are confirmed
 - 2.3 Clients' health professionals/family members/carers are liaised with to ascertain any further requirements
 - 2.4 Themes and concepts are presented and discussed with the client in accordance with their capacity
 - 2.5 Products, materials and finishes are proposed and discussed with the client
 - 2.6 Colour options are proposed and discussed with the client
 - 2.7 Restrictions and timelines are ascertained from the client
 - 2.8 Lifestyle requirements are assessed and confirmed with the client
 - 2.9 Product quantities and qualities are calculated in accordance with client budget information
- 3 Design space
- 3.1 Intended function of the domestic space is ascertained from the client taking into account the position of doors and windows and any physical requirements
 - 3.2 Performance and characteristics of products are assessed and reviewed in accordance with client requirements
 - 3.3 Existing conditions of the domestic space are analysed for current or previous usage and any special requirements for access or egress
 - 3.4 Environmental considerations are analysed in respect of the space
 - 3.5 Cultural considerations are evaluated in respect of the

- space
- 3.6 Ergonomic, anthropometric and proxemic principles are assessed in respect of the space, the intended products and client special requirements
 - 3.7 Costs associated with purchasing and obtaining the products are analysed and reported
 - 3.8 Sketches and drawings are completed and prepared for use by contractors and for positioning of products and accessories
- 4 Plan space
- 4.1 Supplies necessary to complete the project are sourced and costed
 - 4.2 Suitable contractors are sourced and quotes obtained
 - 4.3 Specifications for materials and processes are developed
 - 4.4 Work plan is developed and evaluated
 - 4.5 Costing and timelines are compiled and developed into a full project proposal
 - 4.6 Proposal terms and conditions are negotiated with the client

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and

	<p>dangerous goods codes, and local safe operating procedures or equivalent</p> <ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements• work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
Project brief includes:	<ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements
Clients include:	<ul style="list-style-type: none">• residential care providers• private clients
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site and recording information and

- taking photos
- Disabilities include:**
 - physical disabilities which have rendered a person to a wheelchair or walking frame
 - dementia or other intellectual disabilities
- Reducing senses include:**
 - senses reduced by the cause of age, such as:
 - reduced eyesight
 - loss of colour recognition
 - perception of space
 - reduced strength and capacity to move around easily
 - reduced sense of touch to tactile surfaces
 - reduced capacity to hear
- Themes include:**
 - variations of colour ways (based on directions media), furnishing trends and decoration trends
- Concepts include:**
 - ideas generated to respond to the project brief and client requirements through both ideation drawings or sketching and written explanation
- Products include:**
 - furniture
 - soft furnishings
 - floor treatments
 - curtain treatments
 - built-in cabinetry or fittings
 - light fittings
 - lamps
 - picture framing
- Materials include:**
 - solid timber (native and imported)
 - manufactured timber products
 - plastic
 - metal
 - alloys
 - stone
 - glass
 - textiles
 - fibreglass
 - foam
 - cardboard
 - paper products
 - any other manipulable substance
- Finishes include:**
 - paints
 - waxes
 - lacquers
 - stains

- pigments
 - oils
 - plastic coatings
 - veneers
 - ceramics
 - stone
 - glass
 - textiles
 - other textures
- Colours include:**
- colour principles
 - psychology
 - fundamentals
 - coordination
 - perception
 - language
 - tonal
 - translucent
 - contrast
 - harmony
 - effects on space
 - formulas
 - colour wheels
- Restrictions include:**
- laws, regulations or policies which may affect a project or those working on it, such as:
 - local government planning approval
 - worksite entry legislation
 - licensing
 - heritage laws
 - health care requirements
- Timelines include:**
- the agreed project time span set and agreed for the project
- Lifestyle requirements include:**
- influences, such as:
 - physical capacity
 - religious
 - climatic
 - societal
 - lifestyle
 - living conditions
 - infrastructure
 - status
 - habitude

Quality includes:	<ul style="list-style-type: none">• an inspection system for ensuring that pre-determined quality standards are being met, highlighting non-conformances requiring intervention
Spaces include:	<ul style="list-style-type: none">• domestic environments with rooms, such as:<ul style="list-style-type: none">• bedrooms• living spaces• multi-purpose rooms• storage rooms• studies• garages• rumpus rooms• media rooms• entertainment areas• halls• pantries
Physical requirements include:	<ul style="list-style-type: none">• wheelchair turning requirements• height of basins• showers• mirrors• benches• shower space for wheelchair• toilet access• handgrips or rails• lights for hearing impaired• increased lighting• higher magnifying mirrors• non-slip tiles
Performance and characteristics include:	<ul style="list-style-type: none">• assessment of products to determine if they meet the requirements of the intended end use application and how well they do it, and the durability and composition of the product
Existing conditions include:	<ul style="list-style-type: none">• traffic flow• architectural features• style• furniture placement• electrical outlets• features
Access and egress include:	<ul style="list-style-type: none">• ensuring door widths will accept wheelchairs• ramps are established to allow for rise or fall from exits and entrances
Environmental aspects	<ul style="list-style-type: none">• how the use of raw materials affects the ecology and

include:	<p>environment and how its continued use will affect the area it has been sourced from</p> <ul style="list-style-type: none">• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Cultural issues include:	<ul style="list-style-type: none">• demography• geography (local, regional and national)• religious• climatic• societal• cultural• lifestyle• attitudinal• gratification• honour• living conditions• infrastructure• status• habitude
Ergonomics include:	<ul style="list-style-type: none">• the study of the efficiency of persons in their working environment
Anthropometrics include:	<ul style="list-style-type: none">• the scientific study of the measurements of the human body
Proxemics include:	<ul style="list-style-type: none">• the study of socially conditioned spatial factors in ordinary human relations
Costs include:	<ul style="list-style-type: none">• the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas
Drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)
Accessories include:	<ul style="list-style-type: none">• trinkets• ceramics• trays• vases• carvings• baskets• pots

	<ul style="list-style-type: none">• plants• candles• clocks• silverware• mirrors• frames• screens• floral displays• haberdashery• glassware• fireplace items• gifts• hand crafts• water features• photographs• pottery• personal items• statues• book ends• bowls• bottles
Supplies include:	<ul style="list-style-type: none">• paints• furnishings• decorations• other internal fit-out products
Contractors include:	<ul style="list-style-type: none">• builders• painters• tilers• carpet/flooring layers and sanders• cabinetmakers• curtain makers• picture framers• electricians• plumbers• plasterers
Quoting includes:	<ul style="list-style-type: none">• a price for a project taking account of the sizes associated with the project, the cost of materials, labour and overheads
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and

communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5008A Design for people with disabilities and the elderly.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5008 Design for people with disabilities and the elderly

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design for at least two (2) spaces to cater for people with disabilities or the elderly to provide the client with cost-effective options which inform the project brief development effectively apply design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, and the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for people with disabilities and the elderly
- Organisational and site standards, requirements, policies and procedures for designing for people with disabilities and the elderly
- Australian Standards and the Building Code of Australia (BCA)
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Design-related computer programs

- Design themes and design development
- Colours, furnishings and decorations
- Disabilities and age considerations
- Sketching and drawing
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for people with disabilities and the elderly in domestic environments.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5009 Research and recommend colour and applied finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and recommending colour and applied finishes to achieve special effects for interior decoration and design solutions using research methodologies to identify the latest technologies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---------------------------------------|---|
| 1 Analyse project requirements | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending colour and applied finishes are verified and complied with |
| | 1.2 Project brief is reviewed and analysed to determine desired effects for interior space |
| | 1.3 Aesthetic requirements of the space are assessed |
| | 1.4 Tactile requirements of the desired effect in relation to the design are analysed |
| | 1.5 Client requirements and desired effects are reviewed, confirmed and clarified |

- | | | |
|---|---------------------------------------|--|
| 2 | Research colour and applied finishes | 2.1 Social, psychological, cultural and historical relationships of colour are researched in relation to their interior decoration uses and applications |
| | | 2.2 Colour trends are researched to ascertain the latest colour fashions and influences |
| | | 2.3 New technologies are researched and reported |
| | | 2.4 Application methods and available expertise for the desired effect are assessed |
| | | 2.5 Application processes and techniques, and available expertise for the desired effect are assessed |
| | | 2.6 Costs of materials and application methods are assessed and compared |
| | | 2.7 Environmental impact of materials and application methods are assessed |
| | | 2.8 Longevity and restorability of materials and application methods are researched |
| | | 2.9 Hazards associated with the use and application of materials are researched |
| | | 2.10 Quality of materials and application methods are assessed |
| | | 2.11 Sources or suppliers of coloured products or finishes are found and recorded |
| 3 | Recommend colour and applied finishes | 3.1 Research information is critically analysed in the context of the design brief requirements |
| | | 3.2 Effects are examined in terms of elements and principles of design to determine fit for client requirements |
| | | 3.3 Experimentation with colour and applied finishes is undertaken to refine and test material and application methods |
| | | 3.4 Colour products and finishes are selected according to the style, size, lighting and intended use of the space |
| | | 3.5 Paint finishes are selected to suit surface types, location and spaces |
| | | 3.6 Application methods are selected and specified to meet |

client requirements

- 3.7 Presentation of research information is made highlighting the findings and rationale for the materials and application methods chosen

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills

Colour and applied finishes include:

- paints
- waxes
- lacquers
- stains
- pigments
- oils
- traditional finishes
- plastic coatings
- UV-protected coatings

- liquid coatings
 - synthetic coatings
 - synthetics
 - paper
 - glass
 - vinyls
 - textiles
 - laminates
 - plastics
 - stainless steel
 - metals
 - veneers
 - ceramics
 - stone-based products
 - application techniques
 - new and emerging technologies
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Aesthetics include:**
- the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
- Tactile includes:**
- that perceived by the sense of touch and producing the effect of 3-D depth
- Cultural issues include:**
- demography
 - geography (local, regional and national)
 - religious
 - climatic
 - societal
 - cultural
 - lifestyle
 - attitudinal
 - gratification
 - honour
 - living conditions
 - infrastructure

	<ul style="list-style-type: none">• status• habitude
Historical includes:	<ul style="list-style-type: none">• colour study of early civilisation, Berlin & Kay, Aristotle, Newton, Hippocrates, Leonardo Da Vinci, the Renaissance, Goethe's theory of colours, Chevreul and Bauhaus School
Trends may include:	<ul style="list-style-type: none">• new directions resulting from events that are at times subtle and others significant• colour trends where experts gather information from around the world and study changing events and ideas to produce a comprehensive colour story, in the same way that designers seek unique styles and incorporate current philosophies into their work
Application methods include:	<ul style="list-style-type: none">• spraying• painting• applicators• gluing• vacuum wrapping• rubbing• bonding
Costs include:	<ul style="list-style-type: none">• the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas
Environmental impacts include:	<ul style="list-style-type: none">• how the making and use of finishes and materials effects the environment and how its continued use will affect the area it has been sourced from• energy consumption in applying the material• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the finish or materials
Longevity and restorability include:	<ul style="list-style-type: none">• an analysis of how long the finish or material is expected to last, while maintaining quality of aesthetic value and how readily the finish or material can be upgraded, repaired or replaced
Hazards include:	<ul style="list-style-type: none">• toxins and gases released by some finishes, glues and materials which may be harmful to people if not used correctly
Sources include:	<ul style="list-style-type: none">• paint shops• suppliers• wholesalers• retailers• manufacturers• designers

Products include:	<ul style="list-style-type: none">• furniture• soft furnishings• floor treatments• curtain treatments• built-in cabinetry or fittings• light fittings• lamps• picture framing
Finishes include:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings• veneers• ceramics• stone• glass• textiles• other textures
Critical analysis includes:	<ul style="list-style-type: none">• comparing• contrasting• reflecting• critiquing• considering merit• discussion• debate
Elements and principles of design, including liveability and accessibility, include:	<ul style="list-style-type: none">• balance• similarity• texture• contrast• size• ground and volume• composition• orientation• form• structure• 2-D space• position• proportion

- Information and procedures include:**
- 3-D space
 - repetition
 - scale
 - line
 - rhythm
 - pattern
 - point
 - symmetry
 - tone
 - plane
 - work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5009A Research and recommend colour and applied finishes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5009 Research and recommend colour and applied finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and select colour and applied finishes to arrive at a solution which meets client requirements for a minimum of two (2) projects
- Visually present scheme to illustrate how ideas meet overall design requirements effectively applying design elements and principles
- Analyse performance characteristics
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to researching and recommending materials and application methods
- Organisational and site standards, requirements, policies and procedures for researching and recommending materials and application methods
- Elements and principles of design, including liveability and accessibility
- Aesthetic values
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects

- Relevant computer programs
- Research techniques
- Effects of finishes and finishing techniques
- Colour theory
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to researching and recommending colour and applied finishes.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5010 Provide interior styling service

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers providing design styling services for a range of interior spaces, including selecting, sourcing and placing objects and accessories for visual effect. Styling may be for residential, retail, or commercial environments and may be for permanent or temporary application.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Confirm services with client	<p>1.1 The range of services offered as interior stylist are discussed with client</p> <p>1.2 Services typically provided to client target market are discussed with client</p> <p>1.3 Suppliers appropriate to client target market are identified and ability to manage supply for the project discussed with client</p> <p>1.4 Styling service to be provided is negotiated and confirmed with t client</p>
2 Determine client	<p>2.1 Applicable work health and safety (WHS), legislative and</p>

style requirements	organisational requirements relevant to styling a space are verified and complied with
	2.2 Project brief is reviewed, confirmed and clarified with client
	2.3 Parameters for the project are assessed and confirmed
	2.4 Communication with others is established and maintained
	2.5 Styling requirements are identified and confirmed with client
3 Develop style design	3.1 Space dimensions are measured and needs of the space assessed
	3.2 Sketches and drawings are prepared to illustrate the space
	3.3 Plan layout is prepared taking into account artistic relevance and colour balance
	3.4 Entertainment values and the effect on end users are analysed
	3.5 Cultural and historical considerations are evaluated in respect of the space style
	3.6 Styling requirements for the space are determined in order to create a specific style
	3.7 Products, finishes and accessories necessary to complete the project are selected and costed
	3.8 Materials and processes are specified
	3.9 Costing and timelines are compiled and developed
	3.10 Detailed budget is prepared to meet styling requirements
4 Create visual impact by styling a space	4.1 Products, finishes and accessories are sourced and organised to meet brief requirements
	4.2 Visual impact is created by strategically placing objects into the space, taking into consideration design elements and principles
	4.3 Installation of products, finishes and accessories is monitored to ensure the essence of the image or style is maintained

- 4.4 Arrangement is resolved to meet client needs and project brief

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Stylists include:**
- interior decorators or designers providing services to create visual effects in interior spaces
- Roles of a stylist include:**
- visual merchandiser in a retail or commercial environment
 - home stylist
 - magazine/TV stylist
 - stylist for trade show displays, display units and car showrooms
- Clients include:**
- real estate agents wanting properties prepared for sale
 - events coordinators requiring themed or decorated venues
 - retailers preparing shop themes or displays
 - suppliers
 - manufacturers

	<ul style="list-style-type: none">• private clients• colleagues• retailers• the public
Supplier goods include:	<ul style="list-style-type: none">• furniture• furnishings• accessories• fittings
Project brief includes:	<ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements
Sketches and drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using computer-aided design (CAD) software packages (these usually contain project specifications)
Layout includes:	<ul style="list-style-type: none">• the plan of how a room will be designed and decorated showing the placement of products
Artistic relevance includes:	<ul style="list-style-type: none">• the connection between creativity and the design theme
Colours include:	<ul style="list-style-type: none">• colour principles• psychology• fundamentals• coordination• perception• language• tonal• translucent• contrast• harmony• effects on space• formulas• colour wheels
Entertainment values	<ul style="list-style-type: none">• comical

- include:**
- informative
 - meditative
 - sales focused
 - visually pleasing
- Cultural issues include:**
- demography
 - geography (local, regional and national)
 - religious
 - climatic
 - societal
 - cultural
 - lifestyle
 - attitudinal
 - gratification
 - honour
 - living conditions
 - infrastructure
 - status
 - habitude
- Historical considerations include:**
- influences from styles, periods and movements over the past centuries and how this research may inform current projects
- Products include:**
- furniture
 - soft furnishings
 - floor treatments
 - curtain treatments
 - built-in cabinetry or fittings
 - light fittings
 - lamps
 - picture framing
 - tapware
 - laundry fittings
 - bathroom fittings
 - toilet fittings
 - kitchen fittings
- Finishes include:**
- paints
 - waxes
 - lacquers
 - stains
 - pigments
 - oils
 - plastic coatings
 - veneers

Accessories include:

- ceramics
- stone
- glass
- textiles
- other textures
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery
- glassware
- fireplace items
- gifts
- hand crafts
- water features
- photographs
- pottery
- personal items
- statues
- book ends
- bowls
- bottles

Materials include:

- solid timber (native and imported)
- manufactured timber products
- plastic
- metal
- alloys
- stone
- glass
- textiles
- fibreglass

- foam
 - cardboard
 - paper products
 - any other manipulable substance
- Costing includes:**
- the cost of products and materials used during completion of the project, labour and overhead expenses
- Timelines include:**
- the agreed project time span set and agreed for the project
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFI5010A Provide interior styling service.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5010 Provide interior styling service

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Style a space with the products, finishes and accessories to style concepts as part of the final solution to the project brief effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Determine requirements of the 'unseen client'
- Source accessories, including furniture, cushions, throws, rugs, vases, flowers, object d'art, pictures, wall hangings, kitchen implements, crockery and cutlery, and prepare specification 'shopping list' and costing
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for styling a space
- Organisational and site standards, requirements, policies and procedures for styling a space
- Elements and principles of design, including liveability and accessibility
- Client target markets, including real estate agents, home owners or vendors, magazines and television, project marketers, display units, project homes and retail outlets/window displays

- Client lifestyle issues, personal taste and budget
- Clients' background, intentions, future plans and current fashions/trends
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to providing interior styling services.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5011 Specify soft furnishings for complete interior solution

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching, specifying and recommending innovative and cost-effective styles, technologies and decorative solutions to enhance and complement interior design schemes using soft furnishings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Assess project requirements

- 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending decorative solutions are verified and complied with
- 1.2 Project brief is reviewed, confirmed and clarified with client
- 1.3 Parameters for the project are assessed and confirmed
- 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness
- 1.5 Communication with others is established and maintained

- | | | |
|---|--|---|
| | 1.6 | Intended applications and effects for the windows, furniture and soft furnishings are identified |
| 2 | Determine decorative treatments for windows and openings | 2.1 Window treatments, their application and fixing technologies are researched to determine suitability for client requirements |
| | 2.2 | New technologies in window treatments are researched and relevance for decorative projects identified |
| | 2.3 | The types of openings and their requirements are identified and a range of possible creative solutions determined |
| | 2.4 | Window or opening is measured and details recorded accurately for a range of window treatments |
| | 2.5 | Fabric requirements are calculated and manufacturing requirements determined for a range of window treatments taking into consideration pattern repeats |
| 3 | Specify furniture transformation | 3.1 Methods of transforming a range of furniture and furnishings are researched |
| | 3.2 | Design considerations are investigated and assessed against the project brief |
| | 3.3 | Fabrics and materials are selected for furniture |
| | 3.4 | Furniture transformation ideas are documented and specified |
| | 3.5 | Cost estimates are calculated and assessed against project budget |
| 4 | Specify soft floor coverings | 4.1 Range of floor coverings available for application are identified and analysed to determine most suitable fit |
| | 4.2 | New technologies in flooring are researched and relevance for decorative project identified |
| | 4.3 | The features, limitations and environmental impact of selected floor covering is assessed against performance requirements and environmental standards |
| | 4.4 | Floor area is measured and specifications recorded for flooring solution |
| | 4.5 | Costs are calculated and assessed against project budget |

- | | | | |
|---|---|-----|---|
| 5 | Specify soft furnishings | 5.1 | Soft furnishings are selected to meet the requirements of the brief and the overall design scheme |
| | | 5.2 | Specifications are documented to record colour, sizing, style and fabric details |
| | | 5.3 | Arrangement of soft furnishings is documented in design schedules |
| | | 5.4 | Costs of soft furnishings are calculated and assessed against project budget |
| 6 | Document and present decorative recommendations | 6.1 | Innovative design solution to brief is presented taking into consideration parameters of design brief |
| | | 6.2 | Fabrics, furnishings and fixing technologies are selected taking into consideration parameters of project brief |
| | | 6.3 | Specifications are documented for all treatment recommendations |
| | | 6.4 | Schedule is presented that includes both high and low costing to support design solution |
| | | 6.5 | Solution to brief is visualised graphically and in 3-D form |
| | | 6.6 | Sample board is created to enhance and support the design intention |
| | | 6.7 | Feedback and follow up is instigated and maintained with the client |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Parameters include:**
- scope of brief
 - approval to make changes
 - effect or feel trying to be achieved
 - functionality (short and long term)
 - budget restrictions
 - established timelines
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards
 - storyboards

	<ul style="list-style-type: none">• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Research includes:	<ul style="list-style-type: none">• internet• magazines• catalogues• retail or wholesale outlets• books• site visits
Pattern repeats include:	<ul style="list-style-type: none">• textiles or fabrics with a distinctive print and how often that pattern repeats within the applicable square metreage required for a project so as to meet conformity
Environmental impacts include:	<ul style="list-style-type: none">• how the sourcing and use of materials effects the environment and how its continued use will affect the area the material was sourced from• energy consumption in processing the material• greenhouse gases created• waste levels and resource utilisation• what impact will be felt by reducing or stopping use of the material• when applied to window fittings, environmental impact may include:<ul style="list-style-type: none">• the amount of natural light made available from decorative solution in order to reduce requirements for powered light sources
Soft furnishings include:	<ul style="list-style-type: none">• window treatments and curtains• blinds• awnings• trimmings• bedding treatments• lampshades• carpets• rugs• cushions• upholstery• accessories
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5011A Specify soft furnishings for complete interior solution.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5011 Specify soft furnishings for complete interior solution

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and recommend decorative treatments for interior design schemes using soft furnishings for windows, flooring and furniture to meet the design requirements of at least two (2) project briefs effectively applying design elements and principles to recommended decorative solution
- Visually present decorative solutions to illustrate how ideas meet overall design requirements correctly calculating quantities and costing required
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for researching and recommending decorative treatments
- organisational and site standards, requirements, policies and procedures for researching and recommending decorative treatments
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance

- Characteristics of materials, products and defects
- Soft material types and textiles
- Design themes and design development
- Colours, furnishings and decoration options
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to researching and recommending soft furnishings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5012 Research and recommend artwork

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and recommending artwork for various design and decoration solutions to client and project brief requirements in interior decoration and design operations of all sizes. It applies to a retail, consulting or design and decoration studio environment, and involves application of skills and knowledge at a supervisory equivalent level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------------|---|
| 1 Plan for artwork research | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching and recommending artwork are verified and complied with |
| | 1.2 Project brief is reviewed, confirmed and clarified with client |
| | 1.3 Parameters for the project are assessed and confirmed |
| | 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness |
| | 1.5 Communication with others is established and maintained |

- | | | |
|---|-------------------|---|
| 2 | Research artwork | 2.1 Aesthetic requirements of the artwork are assessed and compared with surrounding furniture and colours |
| | | 2.2 Intended application for the artwork is analysed and reviewed in accordance with the available space |
| | | 2.3 Artwork and artists are sourced, researched and reported |
| | | 2.4 Framing types and styles are researched and reported |
| | | 2.5 Properties of the materials used in the production of artwork are analysed and evaluated |
| | | 2.6 Manufacturing processes, art styles and available expertise for the desired artwork are assessed |
| | | 2.7 Costs and availability of artwork are assessed and compared |
| | | 2.8 Environmental impact of artwork materials used are assessed |
| | | 2.9 Longevity and restorability quality of artwork is researched |
| | | 2.10 Project is measured for artwork requirements, calculating quantities and requirements |
| 3 | Recommend artwork | 3.1 Selected or commissioned artwork quantities and qualities are presented and promoted to the client |
| | | 3.2 Performance and characteristics of selected artwork are presented and promoted to the client |
| | | 3.3 Costs associated with purchasing and obtaining the artwork are provided in quote form to the client |
| | | 3.4 Presentation of research information is made highlighting the findings and rationale for the artwork chosen |
| | | 3.5 Artwork is selected and positioned according to client requirements, project brief and nature of the space |
| | | 3.6 Feedback and follow up is instigated and maintained with the client |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public

Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Aesthetics include:	<ul style="list-style-type: none">• the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Artwork includes:	<ul style="list-style-type: none">• gothic• Byzantine• early renaissance• high renaissance• northern renaissance• mannerism• baroque• rococo• neoclassicism• academic• Japanese Ukiyo-e• Romanticism• the Hudson river school• the pre-Raphaelite brotherhood• Victorian classicism• the arts and crafts movement• symbolism• realism• the Barbizon school• impressionism• post-impressionism

- les Nabis
- pointillism
- fauvism
- 19th Century arts and crafts
- art nouveau
- the golden age of illustration
- art deco
- ashcan school
- Camden town group
- American scene
- American regionalism
- social realism
- the Canadian group of seven
- magic realism
- contemporary realism
- modernism
- expressionism
- die Brücke
- der blaue reiter
- die neue sachlichkeit
- Bauhaus
- cubism
- dada
- futurism
- neo-plasticism
- surrealism
- precisionism
- the Harlem renaissance
- abstract expressionism
- pop art
- op art
- arte Provera
- photorealism
- minimalism
- the sensation show
- folk art

Framing includes:

- mouldings of solid timber
- composites
- metal
- alloy extrusion
- synthetics

Properties include:	<ul style="list-style-type: none">• durability• level of fire retardancy• composition• textile use• material use• finishes• quality• environmental sustainability• flammability• maintenance requirements• wear and tear• production methods
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Manufacturing processes include:	<ul style="list-style-type: none">• the methods by which the product will be produced that require working from working drawings and specifications, producing components utilising machine operations, assembly of the components and finishing techniques
Environmental implications include:	<ul style="list-style-type: none">• how the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Longevity and restorability include:	<ul style="list-style-type: none">• an analysis of how long the material is expected to maintain its structure and colour, while maintaining quality of aesthetic value and how readily the material can be repaired or replaced

- Commissioned includes:** • the contracting of an artist for the purposes of producing an art piece to specified requirements or a style
- Qualities include:** • an inspection system for ensuring that pre-determined quality standards are being met, highlighting non-conformances requiring intervention
- Performance and characteristics include:** • assessment of products to determine if they meet the requirements of the intended end use application and how well they do it, and the durability and composition of the product
- Costs include:** • the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas
- Quote includes:** • a price for a project taking account of the sizes associated with the project, the cost of materials, labour and overheads
- Information and procedures include:**
 - work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5012A Research and recommend artwork.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5012 Research and recommend artwork

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Research and recommend artwork to assist with informing the design and decoration process and arrive at a solution which meets client requirements effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for researching and recommending artwork
- Organisational and site standards, requirements, policies and procedures for researching and recommending artwork
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant research computer programs
- Artwork types and styles

- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to researching and recommending artwork.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5013 Design for small to medium scale commercial or institutional interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying researched information to formulate creative and complex design solutions to a range of small to medium scale commercial or institutional interior design situations satisfying the physiological, psychological, social, cultural and environmental requirements of the brief.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.						
1 Analyse the project brief	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for commercial or institutional spaces are verified and complied with</td></tr><tr><td>1.2</td><td>Project brief is reviewed, confirmed and clarified with client</td></tr><tr><td>1.3</td><td>Key requirements for the project are assessed and</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for commercial or institutional spaces are verified and complied with	1.2	Project brief is reviewed, confirmed and clarified with client	1.3	Key requirements for the project are assessed and
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for commercial or institutional spaces are verified and complied with						
1.2	Project brief is reviewed, confirmed and clarified with client						
1.3	Key requirements for the project are assessed and						

- confirmed and constraints determined
- 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness
 - 1.5 Communication with others is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the design process
 - 1.7 All required information is accessed and interpreted to inform the design process
- 2 Conduct project research
 - 2.1 Site analysis is conducted to assess the requirements of the spaces requiring work
 - 2.2 Intended function of the space is ascertained from the client
 - 2.3 Contextual information relating to the brief is researched and evaluated
 - 2.4 Functional and planning issues are determined specific to the site and client requirements
 - 2.5 Research material is organised and presented in the form of a design proposal
 - 2.6 Project is planned to make effective use of time and available resources
 - 3 Develop design concepts
 - 3.1 Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the design brief
 - 3.2 Concepts are presented through sketches, mood boards, concept boards and concept models
 - 3.3 Viability of concepts are assessed in conjunction with others
 - 3.4 Environmental implications of the project are assessed and design concepts reviewed to ensure maximum energy efficiency is achieved in solution
 - 3.5 Access issues relating the project are identified and addressed in design solution
 - 4 Design the space
 - 4.1 Ideas are translated into 3-D space satisfying functional criteria

- 4.2 Evidence of 3-D notions are explored through modelling
 - 4.3 Idea with the greatest potential for success is presented to promote the design's acceptance using both 2-D and 3-D representations
 - 4.4 Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined
 - 4.5 A materials palette is selected to enhance spatial ideas
 - 4.6 Design is modified in response to critical feedback without losing integrity of the design intention
- 5 Revise and refine solution
 - 5.1 Ergonomic and anthropometric principles are assessed in respect to the space and the intended products
 - 5.2 Spatial planning is further revised and resolved in response to client feedback
 - 5.3 Materials, colours, finishes, fixtures and fittings are selected appropriate to the concept and brief parameters
 - 5.4 Feedback is received through consultation with the client and incorporated into design solution
- 6 Prepare a fully rendered client presentation
 - 6.1 Resource requirements are identified for presentation
 - 6.2 Final design solution is communicated effectively and creatively using a range of techniques and media
 - 6.3 Documentation drawings and material selections are prepared that are consistent with, and that best communicate, the design intent
 - 6.4 Work is completed to plan and within brief constraints
 - 6.5 Client feedback and response is analysed to determine success in achieving client satisfaction
 - 6.6 Own performance in the design process is examined to identify strengths and weaknesses
 - 6.7 Areas for improvement are identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public

Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant research includes:	<ul style="list-style-type: none">• similar products and typologies• materials• social and cultural influences• site analysis• site conditions• functional requirements
Information includes:	<ul style="list-style-type: none">• philosophy• Australian histories• cultural issues• spiritual issues• religious issues• histories of Australian and imported architectural trends• linguistics• aesthetics• politics• gender and identity issues• land and place• signs and symbols• criticism• new technologies
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site, and recording information and taking photos
Creative methodologies include:	<ul style="list-style-type: none">• brainstorming• word association• imaging• modelling• lateral thinking

Presentation methods include:	<ul style="list-style-type: none">• application of a range of media• mood board• concept board• 3-D models• sketches• photos
Environmental implications include:	<ul style="list-style-type: none">• how the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Colours include:	<ul style="list-style-type: none">• colour principles• psychology• fundamentals• coordination• perception• language• tonal• translucent• contrast• harmony• effects on space• formulas• colour wheels

Finishes include:

- paints
- waxes
- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures

Fixtures, fittings and accessories include:

- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built in cabinetry or fittings
- light fittings
- lamps
- picture framing
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery
- glassware
- fireplace items
- gifts
- hand crafts
- water features

- photographs
 - pottery
 - personal items
 - statues
 - book ends
 - bowls
 - bottles
- Drawings include:**
- hand drawn images or ideation drawings completed freehand
 - drafted technical drawings or drawings produced on computer using CAD software packages
 - elevations
 - sections
 - plans
 - perspectives
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5013A Design for small to medium scale commercial or institutional interiors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5013 Design for small to medium scale commercial or institutional interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design for at least (2) two interior small to medium scale commercial or institutional spaces to provide the client with creative solutions that satisfy the design brief and effectively applies design elements and principles in designing for commercial space
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Draw using manual and computer based techniques
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for commercial or institutional space
- Organisational and site standards, requirements, policies and procedures for designing for commercial or institutional space
- Australian Standards and the Building Code of Australia (BCA) relating to commercial or institutional interior design
- Environmental protection requirements relating to commercial or institutional interior design
- Established communication channels and protocols
- Relevant problem identification and resolution

- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques to architectural drawing standards
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for small to medium commercial or institutional spaces.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5014 Use CAD applications to complete models and documentation for interior design projects

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using computer-aided design (CAD) applications to produce models and documentation for interior decoration and design projects to meet client and project brief requirements. It applies to the development of 2-D and 3-D drawings that incorporate all standard practice notations and drawing protocols.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|----------------------------------|---|
| 1 Determine project requirements | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing with CAD applications are verified and complied with |
| | 1.2 Project brief is reviewed and confirmed |
| | 1.3 Parameters for the project are assessed and confirmed |
| | 1.4 Design concepts and details of design solution are examined to determine drawing requirements |
| | 1.5 Sketches, drawings and materials board are analysed |

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| | 1.6 | Calculations and measurements are confirmed |
| | 1.7 | Documentation requirements for the design are clarified and confirmed |
| | 1.8 | Computing equipment and suitable software is selected and prepared for use |
| | 1.9 | Customised template created for individual workplace |
| 2 | Use CAD applications to produce 3-D model and documentation | 2.1 Layering strategy for project is designed, created and applied |
| | 2.2 | Architectural library is developed to acquire relevant design components |
| | 2.3 | Custom designed library parts are created |
| | 2.4 | Text, line, font and dimension styles are applied |
| | 2.5 | Pan, zoom and orbit tools are used to navigate in the 2-D and 3-D windows within the model |
| | 2.6 | Text and notations are added to the drawing in accordance with drawing protocols |
| | 2.7 | Dimensions are added to the drawing in accordance with drawing protocols |
| | 2.8 | 3-D detailed suite of rooms, complete with fenestration and doors is produced on appropriate layers |
| | 2.9 | Advanced features of drawing tools are used to generate 3-D form |
| 3 | Edit drawing components | 3.1 Editing tools are used to modify drawing elements and text |
| | 3.2 | Object properties are modified changed or transferred to a different layer |
| 4 | Render surfaces | 4.1 Library is used to assign materials to surfaces and objects of the model |
| | 4.2 | New material creations are explored |
| | 4.3 | Texture, transparency, luminescence and patterns are edited to achieve desired surface effects using shader settings |

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| | 4.4 | Light fixtures are included in model and parameters adjusted to achieve desired effects |
| 5 | Create 3-D views of the model | 5.1 Isometric, two and three point perspective views are created using a range of camera settings and rendering techniques |
| | 5.2 | Camera or target is repositioned to provide alternate views using a variety of camera techniques |
| | 5.3 | Effect of natural and artificial lighting are created in 3-D space to achieve photo realistic awareness of the 3-D model and the effect of light on surfaces |
| | 5.4 | Rendering time considerations are examined to achieve specific output |
| 6 | Plot and print for final presentations | 6.1 Perspective views are saved and are appropriate for final media presentation |
| | 6.2 | Appropriate views are saved to meet requirements of brief |
| | 6.3 | Page layout is created for plotting and printing |
| | 6.4 | Page layout is prepared using saved views and documentation |
| | 6.5 | 2-D documentation is plotted with appropriate line weights |
| | 6.6 | Slide show presentation is prepared using saved views and documentation |
| 7 | Save and back up files | 7.1 Folders and files are created to store drawing projects |
| | 7.2 | Drawings are saved and filed to allow easy access according to workplace documentation system |
| | 7.3 | Appropriate techniques for reducing file size are identified and compared |
| | 7.4 | Copies of files are backed up |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements• work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills |
| Parameters include: | <ul style="list-style-type: none">• scope of brief• approval to make changes (legislative and planning)• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines |
| Details of design solution include: | <ul style="list-style-type: none">• products• materials• fixtures and finishes• dimensions• features• openings• furnishings and accessories• colour• effects and lighting• electrical sources |
| Documentation | <ul style="list-style-type: none">• site plans |

- requirements include:**
- floor plans
 - sections
 - elevations
 - projections
 - general notes
 - construction notes
 - area analysis
 - services
 - structures
 - location
 - neighbouring buildings
 - any other space or area addressed by interior designers
- Layering includes:**
- the use of different overlays to portray a range of applications, including:
 - architectural
 - civil
 - electrical
 - fire protection
 - general
 - landscaping
 - mechanical
 - plumbing
 - equipment or furnishings
 - structural
 - telecommunications
- Architectural library includes:**
- a catalogued reference of interior decoration and design components which can be uploaded into a model
- Pan, zoom and orbit tools include:**
- procedures for moving around the window and the ability to look closer or more broadly at certain components
- Drawing protocols include:**
- commonly used symbols
 - lettering standards
 - standard units of measurement
 - paper size
 - scale
 - numbering
 - legends
 - abbreviations
- Editing tools include:**
- tools which enable changing of:
 - components
 - sections

	<ul style="list-style-type: none">• text• measurements on a model
Rendering time considerations include:	<ul style="list-style-type: none">• global settings• quality settings and impact on rendering times• specific rendering quality issues
Appropriate views include:	<ul style="list-style-type: none">• sectional views• internal and external elevations• removal of wire frames and hidden lines• use of desired output settings
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5014A Use CAD applications to complete models and documentation for interior design projects.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5014 Use CAD applications to complete models and documentation for interior design projects

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design and produce at least two (2) 2-D CAD drawings and two (2) 3-D CAD drawings that document the requirements of the design brief applying drafting and drawing protocols in accordance with Australian Standards and the Building Code of Australia (BCA)
- Apply design elements and principles to designing with CAD applications
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Apply design concepts to drawings
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for using CAD applications
- Organisational and site standards, requirements, policies and procedures for using CAD applications
- Elements and principles of design, including liveability and accessibility
- Types of CAD equipment and procedures for their safe use, operation and maintenance
- Relevant computer programs and CAD applications

- Drafting and drawing codes and practices relevant to interior design
- 2-D and 3-D drawing techniques
- Appropriate mathematical procedures for estimation and measurement
- Documentation control procedures
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing with CAD applications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID5015 Decorate interiors for restoration projects

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers specifying interior decoration solutions for restoration projects, including analysing the project brief, conducting research and developing solutions for the decoration of interiors, according to the conservation and heritage requirements of the building style and era.

It does not cover skills required for interior designs that require changes to established structural aspects of the building or to building services.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-----------------------------|---|
| 1 Analyse the project brief | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to decorating for residential spaces are verified and complied with |
| | 1.2 Project brief is reviewed, confirmed and clarified with client |

- 1.3 Parameters for the project are assessed and confirmed
 - 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness
 - 1.5 Communication with others is established and maintained
 - 1.6 Problems or underlying factors to be addressed by the project brief are verified
- 2 Conduct research on decoration requirements
 - 2.1 Site analysis is conducted to assess the requirements of the spaces requiring decoration
 - 2.2 Intended function of the space is ascertained from the client or project brief
 - 2.3 Style, era, theme and feature of the site are identified
 - 2.4 Issues relating to the conservation and heritage environment are identified and their implications for the project determined
 - 2.5 Environmental issues are identified and analysed
 - 2.6 Areas for research are identified to inform the decoration process
 - 2.7 Collected information is documented
- 3 Generate decoration solution
 - 3.1 Decoration concepts are generated and assessed against restoration requirements
 - 3.2 Decoration treatments are selected according to the needs of the restoration style and era
 - 3.3 Regulatory requirements relating to decoration are assessed to determine compliance
 - 3.4 Environmental aspects of decoration solution are examined and areas for improved sustainability are identified and incorporated where possible
 - 3.5 Conceptual approach is developed and clearly defined
 - 3.6 Concept is presented to client using a range of concept presentation methods
 - 3.7 Ideas are discussed with client and feedback received and analysed

- | | | |
|---|-----------------------------|---|
| | 3.8 | Concept is modified according to feedback |
| | 3.9 | Agreement on the concept is gained from the client |
| 4 | Prepare client presentation | <p>4.1 Preliminary drawings are developed with decoration treatment inclusions and positioning</p> <p>4.2 Final decoration solution is communicated effectively and creatively using a range of techniques and media</p> <p>4.3 Work is completed to plan and within restoration brief constraints</p> <p>4.4 Client feedback and response are analysed to determine success in achieving client satisfaction</p> <p>4.5 Own performance in the decoration process is examined to identify strengths and weaknesses</p> <p>4.6 Areas for improvement are identified</p> |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation

- insurance requirements
 - work requires individual to demonstrate discretion, judgement and problem solving, plus self-management and learning skills
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Parameters include:**
- scope of brief
 - approval to make changes
 - effect or feel trying to be achieved
 - functionality (short and long term)
 - budget restrictions
 - established timelines
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards
 - storyboards
 - swatches
 - product based colour systems, such as Munsell or similar
 - colour matching system, such as Pantone Matching System (PMS)
 - journals (directions magazines)
 - artistic equipment and products
 - model making equipment
- Site analysis includes:**
- a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site, and recording information

	and taking photos
Issues relating to the conservation and heritage environment include:	<ul style="list-style-type: none">• building standards• safety standards• guidelines relating to the specific commercial use• size• access• flexibility of structural changes• decision-making processes• electricity supply• services available• building conditions• other occupancy• lease conditions• conservation orders and conditions• compatibility and matching of new and old materials• protection and conservation of features
Areas for research include:	<ul style="list-style-type: none">• products and typologies of the style and era• materials used in architecture of the style and era• social and cultural influences• site conditions• functional requirements
Documentation includes:	<ul style="list-style-type: none">• working notes• hand written records• typed information and reports• diagrams• sketches• tables• matrixes• images• visual essays
Decoration treatments include:	<ul style="list-style-type: none">• furniture• soft furnishings• floor treatments• curtain treatments• bed covers• built in cabinetry or fittings• light fittings• lamps• picture framing• trinkets• ceramics

- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery
- glassware
- fireplace items
- gifts
- hand crafts
- water features
- photographs
- pottery
- personal items
- statues
- book ends
- bowls
- bottles

Materials include:

- solid timber (native and imported)
- manufactured timber products
- plastic
- metal
- alloys
- stone
- glass
- textiles
- fibreglass
- foam
- cardboard
- paper products
- any other manipulable substance

Finishes include:

- paints
- waxes
- lacquers

	<ul style="list-style-type: none">• stains• pigments• oils• plastic coatings• veneers• ceramics• stone• glass• textiles• other textures• colours and effects
Environmental implications include:	<ul style="list-style-type: none">• how the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Concept presentation methods include:	<ul style="list-style-type: none">• fully rendered 3-D CAD drawings• mood boards• concept boards• 3-D models• sketches• photos
Drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages (these usually contain project specifications)• elevations• sections• plans• perspectives
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID5015A Decorate interiors for restoration projects.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID5015 Decorate interiors for restoration projects

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work orders and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Analyse a project brief to determine client requirements, conduct research to determine decoration requirements for restoration projects and effectively determine decoration solution for at least two (2) restoration projects
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Present ideas visually and draw using manual and computer based techniques
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for decorating for restoration projects
- Organisational and site standards, requirements, policies and procedures for decorating residential spaces
- Australian Standards and the Building Code of Australia (BCA)
- The Burra Charter, the Australia ICOMOS charter for places of cultural significance, 1999
- Environmental protection requirements
- Features of architectural styles and eras
- Relevant problem identification and resolution
- Elements and principles of design, including liveability and accessibility

- Ergonomics, anthropometrics, proxemics and aesthetic values
- Historical design styles and movements
- Techniques for the preparation and presentation of research information
- Characteristics of decoration materials, products and defects
- Relevant computer programs
- Sketching and drawing techniques
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to decorating interiors for restoration projects.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6001 Resolve complex spatial design problems through modelling

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers extending, developing and resolving complex spatial design problems to develop and refine a conceptual model and inform design work through experimentation with a range of spatial modelling techniques. It includes managing and organising resource requirements for new work and realising a fully resolved interior scheme through modelling.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|---|
| 1 Adapt and develop concepts as a result of design research | 1.1 Criteria are established that are most likely to facilitate the achievement of the conceptual vision |
| | 1.2 Consultation is conducted with colleagues to develop conceptual thinking approaches |
| | 1.3 A range of spatial problems are examined to determine suitable approaches |
| | 1.4 Relevant ideas and approaches are researched, adapted and incorporated from other practitioners |

- | | | | |
|---|--|-----|--|
| 2 | Visualise design concepts using a range of modelling techniques | 2.1 | Capabilities of a range of 2-D conceptual notions are extended through 3-D modelling |
| | | 2.2 | The conceptual vision is refined based on ongoing experimentation using sophisticated modelling techniques |
| | | 2.3 | A sophisticated concept model appropriate to the brief is presented to the client and feedback evaluated |
| 3 | Manage and organise resource requirements for new work | 3.1 | Materials, tools, equipment and computer-aided design (CAD) applications are researched for the achievement of different 3-D effects |
| | | 3.2 | Resource requirements that arise from the use of techniques and experimental approaches are determined and organised for new work |
| | | 3.3 | Critical path is determined, projecting completion dates of each stage of the project |
| 4 | Develop extend and resolve spatial ideas through modelling | 4.1 | Experimentation is undertaken with a range of modelling techniques to explore and develop complex 3-D notions |
| | | 4.2 | Design elements and principles are applied and manipulated to assist in design development |
| | | 4.3 | Scale, volume and proportion are explored and manipulated as part of a design development process |
| | | 4.4 | A range of models are developed by hand or using CAD applications to revise and refine spatial ideas |
| 5 | Present a fully resolved interior space using sophisticated modelling techniques | 5.1 | Modelling technique is selected to meet the established criteria |
| | | 5.2 | Appropriate scale is selected to meet brief criteria |
| | | 5.3 | Resolved spatial ideas are accurately represented to scale |
| | | 5.4 | Materials and textures are accurately represented to scale |
| | | 5.5 | Construction, detailing and finishes are resolved and demonstrated through sophisticated modelling |
| | | 5.6 | Detailed model is presented to client and feedback evaluated |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements

- Spatial problems include:**
- voids
 - apertures
 - thresholds
 - atriums
 - vertical and horizontal circulation systems
 - public spaces
 - multi-level spaces
 - mezzanines
 - transitional spaces
 - staircases
 - ceiling planes

- Design elements and principles include:**
- balance
 - similarity
 - texture
 - contrast
 - size
 - ground
 - volume
 - composition
 - orientation

- form
- structure
- 2-D space
- position
- proportion
- 3-D space
- repetition
- scale
- line
- rhythm
- pattern
- point
- symmetry
- tone
- plane

Unit Mapping Information

Supersedes and is equivalent to LMFID6001A Resolve complex spatial design problems through modelling.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6001 Resolve complex spatial design problems through modelling

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use, apply and experiment with modelling techniques to explore a design solution and apply individual creativity to modelling
- Fully resolve a final design solution using modelling techniques effectively applying design elements and principles to models
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems through models
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for modelling
- Organisational and site standards, requirements, policies and procedures for modelling
- Elements and principles of design including liveability and accessibility
- Spatial concepts
- Concept modelling techniques
- Mass modelling techniques

- Detailed modelling techniques
- Model making techniques
- 3-D visualisation techniques, such as computer modelling
- Features and uses of White models
- Features and uses of Maquettes
- Scale for design modelling
- Proportion and proportioning systems
- Structures in design contexts
- Modular systems and repeats
- Advanced 3-D geometry
- Design process and progression of ideas
- Environmental protection considerations for interior design
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Design communication techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to resolving complex spatial design problems through modelling.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6002 Apply 3-D visualisation techniques to represent interior designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using 3-D computer visualisation techniques to represent designs for interior environments using computer program applications commonly used to create 3-D visualisation representations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------|--|
| 1 Analyse project | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to producing visual representations are verified and complied with |
| | 1.2 Project brief is reviewed, confirmed and clarified with client |
| | 1.3 Parameters for the project are assessed and confirmed |
| | 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness |
| | 1.5 Communication with relevant personnel is established and maintained as required |

2	Select rendering application	2.1	Features of rendering software packages used in interior design and decoration visualisations are identified and uses determined
		2.2	Rendering requirements are determined from project documentation
		2.3	Rendering software with capability to achieve desired effects within the project timeframe and budget is selected
		2.4	Equipment and media are assessed as suitable for software and the achievement of desired effects
		2.5	Planning tasks are undertaken to prepare for rendering
3	Apply rendering functions	3.1	Image resolutions are selected and applied to meet project requirements
		3.2	Image aspect ratio is selected and applied
		3.3	Pixel ratio is selected and applied
		3.4	Renderer attributes are adjusted to obtain desired visual effects
4	Check render integrity and quality	4.1	Render integrity is tested and refined
		4.2	Missing images and textures are identified and re-linked as required
		4.3	Render times for optimising process are tested
		4.4	Alpha channels and opacity matts are tested
		4.5	Render layers and passes are tested
5	Optimise images for render processes	5.1	All relevant pre-rendering optimisations tasks are completed
		5.2	Renderer attributes are adjusted and refined to optimise render time
		5.3	Appropriate file output format is selected
		5.4	Appropriate file names and output destinations are selected
6	Render image	6.1	Final rendering processes are undertaken and completed

- 6.2 Files are stored and archived
- 6.3 Completed render is reviewed to ensure compliance with system and client requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements |
| Project brief includes: | <ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements |
| Clients include: | <ul style="list-style-type: none">• suppliers• manufacturers• private clients |

	<ul style="list-style-type: none">• colleagues• retailers• the public
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant personnel include:	<ul style="list-style-type: none">• interior designer• modeller• texture animator• programmer• technical director• systems support officer
Rendering software packages include:	<ul style="list-style-type: none">• AutoCAD• AutoCAD Revit 9• 3D Studio Max• Form Z• Animator Pro• Rhino• Photoshop• Illustrator• CorelDraw
Rendering includes:	<ul style="list-style-type: none">• the pictorial representation of plans and elevations using colours, highlighting and shading to provide depth and photo-like drawings
Equipment and media	<ul style="list-style-type: none">• computer workstation• ergonomic furniture

include:	<ul style="list-style-type: none">• 3-D animation software• rendering software• render network distribution software• hubs• switches• input device (e.g. stylist tablet, keyboard and mouse)• output device (e.g. monitor, TV, printer and speakers)• render farm
Planning tasks include:	<ul style="list-style-type: none">• research• production planning• production management• team discussions• lighting• texturing• shading• networking
Pre-rendering optimisation tasks include:	<ul style="list-style-type: none">• selection of most appropriate renderer for specific outcome• assessing options with key personnel• deleting any unnecessary geometry and components• preparing renderer attributes• preparing layer or pass control• preparing opacity mattes and alpha channels• testing and diagnosing rendering issues• optimising and refining for best render performance• rendering• organisation of output
File output format includes:	<ul style="list-style-type: none">• TIFF

Unit Mapping Information

Supersedes and is equivalent to LMFID6002A Apply 3-D visualisation techniques to represent interior designs.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6002 Apply 3-D visualisation techniques to represent interior designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design and apply rendering tasks using and refining render components for best performance
- Store rendered components in an organised manner for further use
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Build models to scale and create effects, such as lighting, shading, rendering and texturing, using software programs
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for rendering processes
- Organisational and site standards, requirements, policies and procedures for rendering
- Elements and principles of design, including liveability and accessibility
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance

- Design themes and design development
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to producing digital presentations for interior design projects.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6003 Design for large scale commercial or institutional interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying researched information to formulate creative and complex design solutions to large scale commercial or institutional interior design situations satisfying the physiological, psychological, social, cultural, technical and environmental requirements of the brief.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.						
1 Analyse the project brief	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for large scale commercial or institutional spaces are verified and complied with</td></tr><tr><td>1.2</td><td>Project brief is reviewed, confirmed and clarified with client</td></tr><tr><td>1.3</td><td>Key requirements for the project are assessed and</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for large scale commercial or institutional spaces are verified and complied with	1.2	Project brief is reviewed, confirmed and clarified with client	1.3	Key requirements for the project are assessed and
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for large scale commercial or institutional spaces are verified and complied with						
1.2	Project brief is reviewed, confirmed and clarified with client						
1.3	Key requirements for the project are assessed and						

- confirmed and constraints determined
- 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness
 - 1.5 Communication with others in the design project is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the design process
 - 1.7 All required information is accessed and interpreted to inform the design process
- 2 Conduct project research
- 2.1 Site analysis is conducted to assess the requirements of the spaces requiring work
 - 2.2 Intended function of the space is ascertained from the client
 - 2.3 Contextual information relating to the brief is researched and evaluated
 - 2.4 Functional and planning issues are determined specific to the site and client requirements
 - 2.5 Issues relating to the commercial or institutional environment are identified and their implications for the design project determined
 - 2.6 Research material is organised and presented in the form of a design proposal
 - 2.7 Project is planned to make effective use of time and available resources
- 3 Develop design concepts
- 3.1 Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the design brief
 - 3.2 Concepts are presented through sketches, mood boards, concept boards and concept models
 - 3.3 Viability of concepts are assessed in conjunction with others
 - 3.4 Environmental aspects of the project are assessed and design concepts reviewed to ensure maximum energy efficiency achieved in solution
 - 3.5 Access issues relating the project are identified and

		addressed in design solution
4	Design the space	<p>4.1 Ideas are translated into 3-D space satisfying functional criteria</p> <p>4.2 Evidence of 3-D notions are explored through modelling</p> <p>4.3 Idea with the greatest potential for success is presented to promote the design's acceptance using both 2-D and 3-D representations</p> <p>4.4 Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined</p> <p>4.5 A materials palette is selected to enhance spatial ideas</p> <p>4.6 Design is modified in response to critical feedback without losing integrity of the design intention</p>
5	Revise and refine solution	<p>5.1 Ergonomic and anthropometric principles are assessed in respect to the space and the intended products</p> <p>5.2 Spatial planning is further revised and resolved in response to client feedback</p> <p>5.3 Materials, colours, finishes, fixtures and fittings are selected appropriate to the concept and brief parameters</p> <p>5.4 Feedback is received through consultation with the client and incorporated into design solution</p>
6	Prepare a fully rendered client presentation	<p>6.1 Resource requirements are identified for presentation</p> <p>6.2 Final design solution is communicated effectively and creatively using a range of techniques and media</p> <p>6.3 Documentation drawings and material selections are prepared that are consistent with, and that best communicate, the design intent</p> <p>6.4 Work is completed to plan and within brief constraints</p> <p>6.5 Client feedback and response is analysed to determine success in achieving client satisfaction</p> <p>6.6 Own performance in the design process is examined to identify strengths and weaknesses</p> <p>6.7 Areas for improvement are identified</p>

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements |
| Large scale commercial or institutional spaces include: | <ul style="list-style-type: none">• office buildings• institutions• apartment buildings• public spaces• exhibitions spaces• conference centres |
| Project brief includes: | <ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements |
| Clients include: | <ul style="list-style-type: none">• suppliers• manufacturers |

	<ul style="list-style-type: none">• private clients• colleagues• retailers• the public
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant research includes:	<ul style="list-style-type: none">• similar products and typologies• materials• social and cultural influences• site analysis• site conditions• functional requirements• commercial or institutional application
Information includes:	<ul style="list-style-type: none">• usage requirements• building and service plans• ergonomics• anthropometrics• proxemics• costs• product performance and characteristics• existing conditions
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site, and recording information and taking photos
Issues relating to the commercial or institutional environment include:	<ul style="list-style-type: none">• building standards• safety standards• guidelines relating to the specific commercial or institutional use• size• access

Environmental implications include:

- flexibility of structural changes
- decision making processes
- electricity supply
- services available
- building conditions
- other occupancy and lease conditions
- how the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from
- energy consumption in achieving the material
- greenhouse gases created
- waste levels
- resource utilisation and transport effects
- what impact will be felt by reducing or stopping material from the source

Materials include:

- solid timber (native and imported)
- manufactured timber products
- plastic
- metal
- alloys
- stone
- glass
- textiles
- fibreglass
- foam
- cardboard
- paper products
- any other manipulable substance

Colours include:

- colour principles
- psychology
- fundamentals
- coordination
- perception
- language
- tonal
- translucent
- contrast
- harmony
- effects on space
- formulas
- colour wheels

Finishes include:

- paints
- waxes
- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures

Fixtures, fittings and accessories include:

- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built in cabinetry or fittings
- light fittings
- lamps
- picture framing
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery
- glassware
- fireplace items
- gifts
- hand crafts
- water features

- photographs
 - pottery
 - personal items
 - statues
 - book ends
 - bowls
 - bottles
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID6003A Design for large scale commercial or institutional interiors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6003 Design for large scale commercial or institutional interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design for a multi-purpose large scale commercial or institutional space to provide the client with creative solutions that satisfy the design brief effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for commercial or institutional space
- Organisational and site standards, requirements, policies and procedures for designing for commercial or institutional space
- Australian Standards and the Building Code of Australia (BCA)
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques to architectural drawing standards
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Regulations, conditions and variables relating to the specific commercial context

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for large scale commercial or institutional interiors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6004 Design interiors for hospitality environments

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying researched information to formulate creative and complex interior design solutions to hospitality environments, such as commercial kitchens, bars, restaurants, hotels and function centres, satisfying the physiological, psychological, social, cultural and environmental requirements of the brief.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Analyse the project brief	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for hospitality environments are verified and complied with
		1.2	Project brief is reviewed, confirmed and clarified with client
		1.3	Key requirements for the project are assessed and confirmed and constraints determined
		1.4	Resources are selected appropriate to work requirements

- and checked for operational effectiveness
- 1.5 Communication with others in the design project is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the design process
 - 1.7 All required information is accessed and interpreted to inform the design process
- 2 Conduct project research
- 2.1 Site analysis is conducted to assess the requirements of the spaces requiring work
 - 2.2 Intended function of the space is ascertained from the client
 - 2.3 Contextual information relating to the brief is researched and evaluated
 - 2.4 Functional and planning issues are determined specific to the site and client requirements
 - 2.5 Issues relating to the hospitality environment are identified and their implications for the design project determined
 - 2.6 Research material is organised and presented in the form of a design proposal
 - 2.7 Project is planned to make effective use of time and available resources
- 3 Develop design concepts
- 3.1 Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the design brief
 - 3.2 Concepts are presented through sketches, mood boards, concept boards and concept models
 - 3.3 Viability of concepts are assessed in conjunction with others
 - 3.4 Environmental aspects of the project are assessed and design concepts reviewed to ensure maximum energy efficiency is achieved in solution
 - 3.5 Access issues relating the project are identified and addressed in design solution
- 4 Design the space
- 4.1 Ideas are translated into 3-D space satisfying functional

		criteria
	4.2	Evidence of 3-D notions are explored through modelling
	4.3	Idea with the greatest potential for success is presented to promote the design's acceptance using both 2-D and 3-D representations
	4.4	Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined
	4.5	A materials palette is selected to enhance spatial ideas
	4.6	Design is modified in response to critical feedback without losing integrity of the design intention
	4.7	Ideas are translated into 3-D space satisfying functional criteria
5	Revise and refine solution	
	5.1	Ergonomic and anthropometric principles are assessed in respect to the space and the intended products
	5.2	Spatial planning is further revised and resolved in response to client feedback
	5.3	Materials, colours, finishes, fixtures and fittings are selected appropriate to the concept and brief parameters
	5.4	Feedback is received through consultation with the client and incorporated into design solution
6	Prepare a fully rendered client presentation	
	6.1	Resource requirements are identified for presentation
	6.2	Final design solution is communicated effectively and creatively using a range of techniques and media
	6.3	Documentation drawings and material selections are prepared that are consistent with, and that best communicate, the design intent
	6.4	Work is completed to plan and within brief constraints
	6.5	Client feedback and response is analysed to determine success in achieving client satisfaction
	6.6	Own performance in the design process is examined to identify strengths and weaknesses
	6.7	Areas for improvement are identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines and organisation insurance requirements |
| Hospitality environments include: | <ul style="list-style-type: none">• multiple use, multi-themed commercial spaces, such as:• hotels• bars• restaurants• kitchens• entertainment• function centres |
| Project brief includes: | <ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements |
| Clients include: | <ul style="list-style-type: none">• suppliers |

	<ul style="list-style-type: none">• manufacturers• private clients• colleagues• retailers• the public
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant research includes:	<ul style="list-style-type: none">• similar products and typologies• materials• social and cultural influences• site analysis• site conditions• functional requirements• commercial or institutional application
Information includes:	<ul style="list-style-type: none">• usage requirements• building and service plans• ergonomics• anthropometrics• proxemics• costs• product performance and characteristics• existing conditions
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site, and recording information and taking photos
Issues relating to the hospitality environment include:	<ul style="list-style-type: none">• building standards• safety standards• guidelines relating to the specific use such as health standards• guidelines for traffic flow

	<ul style="list-style-type: none">• public use patterns• occupancy rates• size• access• flexibility of structural changes• decision making processes• electricity supply• services available• building conditions• other occupancy• lease conditions• spatial planning issues
Environmental implications include:	<ul style="list-style-type: none">• how the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products• any other manipulable substance
Colours include:	<ul style="list-style-type: none">• colour principles• psychology• fundamentals• coordination• perception• language• tonal• translucent

Finishes include:

- contrast
- harmony
- effects on space
- formulas
- colour wheels
- paints
- waxes
- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures

Fixtures, fittings and accessories include:

- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built in cabinetry or fittings
- light fittings
- lamps
- picture framing
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery

- glassware
 - fireplace items
 - gifts
 - hand crafts
 - water features
 - photographs
 - pottery
 - personal items
 - statues
 - book ends
 - bowls
 - bottles
- Drawings include:**
- hand drawn images or ideation drawings completed freehand
 - drafted technical drawings or drawings produced on computer using CAD software packages
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID6004A Design interiors for hospitality environments.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6004 Design interiors for hospitality environments

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design for a multi-purpose hospitality site to provide the client with creative solutions that satisfy the design brief effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for hospitality spaces
- Organisational and site standards, requirements, policies and procedures for designing for hospitality spaces
- Australian Standards and the Building Code of Australia (BCA)
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Elements and principles of design including liveability and accessibility

- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques to architectural drawing standards
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Regulations, conditions and variables relating to the specific commercial context

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for hospitality environments.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6005 Design for retail interiors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying researched information to formulate creative and complex interior design solutions to retail environments, such as large department stores or supermarkets, satisfying the physiological, psychological, social, cultural and environmental requirements of the brief.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.								
1 Analyse the project brief	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for retail environments are verified and complied with</td></tr><tr><td>1.2</td><td>Project brief is reviewed, confirmed and clarified with client</td></tr><tr><td>1.3</td><td>Key requirements for the project are assessed and confirmed and constraints determined</td></tr><tr><td>1.4</td><td>Resources are selected appropriate to work requirements</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for retail environments are verified and complied with	1.2	Project brief is reviewed, confirmed and clarified with client	1.3	Key requirements for the project are assessed and confirmed and constraints determined	1.4	Resources are selected appropriate to work requirements
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for retail environments are verified and complied with								
1.2	Project brief is reviewed, confirmed and clarified with client								
1.3	Key requirements for the project are assessed and confirmed and constraints determined								
1.4	Resources are selected appropriate to work requirements								

- and checked for operational effectiveness
- 1.5 Communication with others in the design project is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the design process
 - 1.7 All required information is accessed and interpreted to inform the design process
- 2 Conduct project research
- 2.1 Site analysis is conducted to assess the requirements of the spaces requiring work
 - 2.2 Intended function of the space is ascertained from the client
 - 2.3 Contextual information relating to the brief is researched and evaluated
 - 2.4 Functional and planning issues are determined specific to the site and client requirements
 - 2.5 Issues relating to the retail environment are identified and their implications for the design project determined
 - 2.6 Research material is organised and presented in the form of a design proposal
 - 2.7 Project is planned to make effective use of time and available resources
- 3 Develop design concepts
- 3.1 Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the design brief
 - 3.2 Concepts are presented through sketches, mood boards, concept boards and concept models
 - 3.3 Viability of concepts are assessed in conjunction with others
 - 3.4 Environmental aspects of the project are assessed and design concepts reviewed to ensure maximum energy efficiency is achieved in solution
 - 3.5 Access issues relating the project are identified and addressed in design solution
- 4 Design the space
- 4.1 Ideas are translated into 3-D space satisfying functional criteria

- 4.2 Evidence of 3-D notions are explored through modelling
 - 4.3 Idea with the greatest potential for success is presented to promote the design's acceptance using both 2-D and 3-D representations
 - 4.4 Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined
 - 4.5 A materials palette is selected to enhance spatial ideas
 - 4.6 Design is modified in response to critical feedback without losing integrity of the design intention
- 5 Revise and refine solution
 - 5.1 Ergonomic and anthropometric principles are assessed in respect to the space and the intended products
 - 5.2 Spatial planning is further revised and resolved in response to client feedback
 - 5.3 Materials, colours, finishes, fixtures and fittings are selected appropriate to the concept and brief parameters
 - 5.4 Feedback is received through consultation with the client and incorporated into design solution
- 6 Prepare a fully rendered client presentation
 - 6.1 Resource requirements are identified for presentation
 - 6.2 Final design solution is communicated effectively and creatively using a range of techniques and media
 - 6.3 Documentation drawings and material selections are prepared that are consistent with, and that best communicate, the design intent
 - 6.4 Work is completed to plan and within brief constraints
 - 6.5 Client feedback and response is analysed to determine success in achieving client satisfaction
 - 6.6 Own performance in the design process is examined to identify strengths and weaknesses
 - 6.7 Areas for improvement are identified

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements |
| Retail environments include: | <ul style="list-style-type: none">• supermarkets• department stores• specialised chain stores |
| Project brief includes: | <ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements |
| Clients include: | <ul style="list-style-type: none">• suppliers• manufacturers• private clients• retailers |
| Resources include: | <ul style="list-style-type: none">• computers• computer software |

	<ul style="list-style-type: none">• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant research includes:	<ul style="list-style-type: none">• similar products and typologies• materials• social and cultural influences• site analysis• site conditions• functional requirements• commercial or institutional application
Information includes:	<ul style="list-style-type: none">• usage requirements• building and service plans• ergonomics• anthropometrics• proxemics• costs• product performance and characteristics• existing conditions
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site, and recording information and taking photos
Issues relating to the retail environment include:	<ul style="list-style-type: none">• building standards• safety standards• guidelines relating to the specific use such as health standards• guidelines for traffic flow• public use patterns• occupancy rates• size• access• flexibility of structural changes• decision making processes• electricity supply

- Environmental implications include:**
- services available
 - building conditions
 - other occupancy
 - lease conditions
 - spatial planning issues
 - how the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from
 - energy consumption in achieving the material
 - greenhouse gases created
 - waste levels
 - resource utilisation and transport effects
 - what impact will be felt by reducing or stopping material from the source
- Materials include:**
- solid timber (native and imported)
 - manufactured timber products
 - plastic
 - metal
 - alloys
 - stone
 - glass
 - textiles
 - fibreglass
 - foam
 - cardboard
 - paper products
 - any other manipulable substance
- Colours include:**
- colour principles
 - psychology
 - fundamentals
 - coordination
 - perception
 - language
 - tonal
 - translucent
 - contrast
 - harmony
 - effects on space
 - formulas
 - colour wheels
- Finishes include:**
- paints
 - waxes

Fixtures, fittings and accessories include:

- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures
- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built in cabinetry or fittings
- light fittings
- lamps
- picture framing
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens
- floral displays
- haberdashery
- glassware
- fireplace items
- gifts
- hand crafts
- water features
- photographs
- pottery

- personal items
 - statues
 - book ends
 - bowls
 - bottles
- Drawings include:**
- hand drawn images or ideation drawings completed freehand
 - drafted technical drawings or drawings produced on computer using CAD software packages
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- work instructions, including plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID6005A Design for retail interiors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6005 Design for retail interiors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design for a large retail site to provide the client with creative solutions that satisfy the design brief effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for retail space
- Organisational and site standards, requirements, policies and procedures for designing for retail space
- Australian Standards and the Building Code of Australia (BCA)
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Elements and principles of design, including liveability and accessibility

- Creativity and artistic relevance
- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques to architectural drawing standards
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Regulations, conditions and variables relating to the specific retail context

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for retail interiors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6006 Design for conservation and restoration projects

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying researched information to formulate creative and complex design solutions to conservation and restoration projects satisfying the physiological, psychological, social, cultural and environmental requirements of the brief and in accordance with heritage style and conservation conditions.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Analyse the project brief	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to designing for conservation and heritage projects are verified and complied with
		1.2	Project brief is reviewed, confirmed and clarified with client
		1.3	Key requirements for the project are assessed and confirmed and constraints determined

- 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness
 - 1.5 Communication with others in the design project is established and maintained
 - 1.6 Relevant research is conducted to gain all information which may be used to inform the design process
 - 1.7 All required information is accessed and interpreted to inform the design process
- 2 Conduct project research
 - 2.1 Site analysis is conducted to assess the requirements of the spaces requiring work
 - 2.2 Intended function of the space is ascertained from the client
 - 2.3 Contextual information relating to the brief is researched and evaluated
 - 2.4 Functional and planning issues are determined specific to the site and client requirements
 - 2.5 Issues relating to the conservation and heritage environment are identified and their implications for the design project determined
 - 2.6 Research material is organised and presented in the form of a design proposal
 - 2.7 Project is planned to make effective use of time and available resources
- 3 Develop design concepts
 - 3.1 Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the design brief
 - 3.2 Concepts are presented through sketches, mood boards, concept boards and concept models
 - 3.3 Viability of concepts are assessed in conjunction with others
 - 3.4 Environmental aspects of the project are assessed and design concepts reviewed to ensure maximum energy efficiency is achieved in solution
 - 3.5 Access issues relating the project are identified and addressed in design solution

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|---|--|-----|--|
| 4 | Design the space | 4.1 | Ideas are translated into 3-D space satisfying functional criteria |
| | | 4.2 | Evidence of 3-D notions are explored through modelling |
| | | 4.3 | Idea with the greatest potential for success is presented to promote the design's acceptance using both 2-D and 3-D representations. |
| | | 4.4 | Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined |
| | | 4.5 | A materials palette is selected to enhance spatial ideas |
| | | 4.6 | Design is modified in response to critical feedback without losing integrity of the design intention |
| 5 | Revise and refine solution | 5.1 | Ergonomic and anthropometric principles are assessed in respect to the space and the intended products |
| | | 5.2 | Spatial planning is further revised and resolved in response to client feedback |
| | | 5.3 | Materials, colours, finishes, fixtures and fittings are selected appropriate to the concept and brief parameters |
| | | 5.4 | Feedback is received through consultation with the client and incorporated into design solution |
| 6 | Prepare a fully rendered client presentation | 6.1 | Resource requirements are identified for presentation |
| | | 6.2 | Final design solution is communicated effectively and creatively using a range of techniques and media |
| | | 6.3 | Documentation drawings and material selections are prepared that are consistent with, and that best communicate, the design intent |
| | | 6.4 | Work is completed to plan and within brief constraints |
| | | 6.5 | Client feedback and response is analysed to determine success in achieving client satisfaction |
| | | 6.6 | Own performance in the design process is examined to identify strengths and weaknesses |
| | | 6.7 | Areas for improvement are identified |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - colleagues
 - retailers
 - the public
- Parameters include:**
- scope of brief
 - approval to make changes
 - effect or feel trying to be achieved

	<ul style="list-style-type: none">• functionality (short and long term)• budget restrictions• established timelines
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant research includes:	<ul style="list-style-type: none">• similar products and typologies• materials• social and cultural influences• site analysis• site conditions• functional requirements• commercial application• heritage or conservation style• influences• condition• heritage construction methods and materials
Information includes:	<ul style="list-style-type: none">• usage requirements• building and service plans• ergonomics• anthropometrics• proxemics• costs• product performance and characteristics• existing conditions• new technologies• restoration techniques
Site analysis includes:	<ul style="list-style-type: none">• a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site, and recording information and taking photos
Issues relating to the	<ul style="list-style-type: none">• building standards

conservation and heritage environment include:

- safety standards
- guidelines relating to the specific commercial use
- size
- access
- flexibility of structural changes
- decision making processes
- electricity supply
- services available
- building conditions
- other occupancy
- lease conditions
- conservation orders and conditions
- compatibility and matching of new and old materials
- protection and conservation of features
- how the use of raw materials effects the ecology and environment and how its continued use will effect the area it has been sourced from
- energy consumption in achieving the material
- greenhouse gases created
- waste levels
- resource utilisation and transport effects
- what impact will be felt by reducing or stopping material from the source

Environmental implications include:**Materials include:**

- solid timber (native and imported)
- manufactured timber products
- plastic
- metal
- alloys
- stone
- glass
- textiles
- fibreglass
- foam
- cardboard
- paper products
- any other manipulable substance

Colours include:

- colour principles
- psychology
- fundamentals
- coordination
- perception
- language

Finishes include:

- tonal
- translucent
- contrast
- harmony
- effects on space
- formulas
- colour wheels
- paints
- waxes
- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures

Fixtures, fittings and accessories include:

- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built in cabinetry or fittings
- light fittings
- lamps
- picture framing
- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks
- silverware
- mirrors
- frames
- screens

	<ul style="list-style-type: none">• floral displays• haberdashery• glassware• fireplace items• gifts• hand crafts• water features• photographs• pottery• personal items• statues• book ends• bowls• bottles
Drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings or drawings produced on computer using CAD software packages
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• work instructions, including plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFID6006A Design for conservation and restoration projects.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6006 Design for conservation and restoration projects

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design for a conservation and restoration project to provide the client with creative solutions that satisfy the design brief effectively applying design elements and principles in designing for conservation and restoration
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for conservation and restoration
- Organisational and site standards, requirements, policies and procedures for designing for conservation and restoration
- Australian Standards and the Building Code of Australia (BCA)
- Heritage and conservations regulations and conditions
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance

- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Conservation and restoration design themes and design development
- Conservation and restoration of furnishings, soft furnishings and decorations
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for conservation and restoration projects.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6007 Select and instruct consultants and contractors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and instructing consultants and contractors for all aspects of the project in the solution of interior design projects and in accordance with project briefs that apply to a retail, consulting or design and decoration studio environment and involves application of skills and knowledge at a managerial level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------------|--|
| 1 Analyse the project brief | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to selecting and instructing consultants and contractors are verified and complied with |
| | 1.2 Project brief is reviewed, confirmed and clarified with client |
| | 1.3 Key requirements for the project are assessed and confirmed and parameters determined |
| | 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness |

- | | | | |
|---|--------------------------------------|-----|--|
| | | 1.5 | Communication with others in the design project is established and maintained |
| | | 1.6 | Relevant research is conducted to gain all information which may be used to inform the selection process |
| | | 1.7 | All required information is accessed and interpreted to inform the selection process |
| 2 | Select consultants and contractors | 2.1 | Consultants are selected to assist with project design information |
| | | 2.2 | Contractors are selected to undertake decorating, building or services work |
| | | 2.3 | Consultants and contractors are contracted to undertake the negotiated work |
| | | 2.4 | Insurances necessary in the engaging of contractors and consultants are obtained |
| 3 | Instruct consultants and contractors | 3.1 | Consultants and contractors are communicated with to specify the requirements of the project brief, costing, quotes and the schedule |
| | | 3.2 | Timelines and restrictions are agreed with consultants and contractors |
| | | 3.3 | Budget constraints for consultants and contractors are set and adhered to in accordance with the project schedule |
| | | 3.4 | Design specifications and constraints for consultants and contractors are set and adhered to in accordance with the project brief |
| | | 3.5 | WHS policies and procedures are transmitted to consultants and contractors and adhered to |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Clients include:**
- suppliers
 - manufacturers
 - private clients
 - retailers
- Parameters include:**
- scope of brief
 - approval to make changes (legislative and planning)
 - effect or feel trying to be achieved
 - functionality (short and long term)
 - budget restrictions
 - established timelines
- Resources include:**
- computers
 - computer software
 - design software
 - computer-aided design (CAD) software
 - colour boards
 - storyboards
 - swatches

	<ul style="list-style-type: none">• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Relevant research includes:	<ul style="list-style-type: none">• internet searches• phone/personal liaison• interviews• applications
Information includes:	<ul style="list-style-type: none">• contractor and consultant reputations and outcomes• contractor and consultant prices• required insurances• work schedules• budget and payments• required skills• available skills
Consultants include:	<ul style="list-style-type: none">• builders• architects• engineers• decorators• designers
Contractors include:	<ul style="list-style-type: none">• builders• painters• tilers• carpet/flooring layers and sanders• cabinetmakers• curtain and soft furnishing makers• picture framers• electricians• plumbers• plasterers
Contracts include:	<ul style="list-style-type: none">• methods of securing agreement between parties
Insurances include:	<ul style="list-style-type: none">• professional indemnity• public liability• income protection• third-party, comprehensive, building and contents insurance• workers compensation• any other legally prescribed insurance
Engaging includes:	<ul style="list-style-type: none">• hire or appointment of the contractors by direct engagement or for engagement by the client

- Schedules include:**
 - detailed descriptions of which materials, products, finishes and accessories will be selected, and how they will be applied
- Timelines include:**
 - the agreed project time span set and agreed for the project
- Restrictions include:**
 - laws, regulations or policies which may affect a project or those working on it, such as:
 - local government planning approval
 - work site entry legislation
 - licensing
 - heritage laws
- Budgets include:**
 - the amount of funds the client has available to complete the project
- Specifications include:**
 - the measurements, procedures by which a product is constructed and materials to be utilised

Unit Mapping Information

Supersedes and is equivalent to LMFID6007A Select and instruct consultants and contractors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6007 Select and instruct consultants and contractors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select and instruct consultants and contractors to complete a project in accordance with the project brief and schedule effectively applying quality and authorised procedures
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for selecting and instructing consultants and contractors
- Organisational and site standards, requirements, policies and procedures for selecting and instructing consultants and contractors
- Australian Standards and the Building Code of Australia (BCA)
- Contract management
- Contractor and consultant types and management
- Types of equipment and procedures for their safe use, operation and maintenance
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements

- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Project management techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to selecting and instructing consultants and contractors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6008 Evaluate design project outcomes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers evaluating design project outcomes, including all aspects of the project against the requirements of the project brief, to make comparative judgements against evaluation criteria.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Identify evaluation criteria	1.1	Project brief is analysed to determine key design requirements
	1.2	Problems or underlying factors to be addressed by the project brief are verified
	1.3	Communication requirements are identified for the project
	1.4	Current industry design trends relating to project brief are researched and identified
	1.5	Workplace and industry standards in relation to design presentation are researched and identified
	1.6	Quality criteria that apply to design processes are

		researched and identified																
	1.7	Evaluation criteria are identified																
2	Apply evaluation criteria	<table><tr><td>2.1</td><td>Drawings, mood boards and all associated documentation are examined to identify all features of the finished design</td></tr><tr><td>2.2</td><td>Finished design is evaluated against original design concept</td></tr><tr><td>2.3</td><td>The design and all specifications are evaluated against project brief to check consistency</td></tr><tr><td>2.4</td><td>The design is evaluated to identify how well elements and principles of design have been applied</td></tr><tr><td>2.5</td><td>The design is evaluated for consistency with current industry trends and influences</td></tr><tr><td>2.6</td><td>The design is evaluated to ensure client suitability, including adherence to time and budget requirements</td></tr><tr><td>2.7</td><td>The design is evaluated for quality and innovative elements</td></tr><tr><td>2.8</td><td>Processes engaged to develop finished design are evaluated for effectiveness in achieving final outcomes</td></tr></table>	2.1	Drawings, mood boards and all associated documentation are examined to identify all features of the finished design	2.2	Finished design is evaluated against original design concept	2.3	The design and all specifications are evaluated against project brief to check consistency	2.4	The design is evaluated to identify how well elements and principles of design have been applied	2.5	The design is evaluated for consistency with current industry trends and influences	2.6	The design is evaluated to ensure client suitability, including adherence to time and budget requirements	2.7	The design is evaluated for quality and innovative elements	2.8	Processes engaged to develop finished design are evaluated for effectiveness in achieving final outcomes
2.1	Drawings, mood boards and all associated documentation are examined to identify all features of the finished design																	
2.2	Finished design is evaluated against original design concept																	
2.3	The design and all specifications are evaluated against project brief to check consistency																	
2.4	The design is evaluated to identify how well elements and principles of design have been applied																	
2.5	The design is evaluated for consistency with current industry trends and influences																	
2.6	The design is evaluated to ensure client suitability, including adherence to time and budget requirements																	
2.7	The design is evaluated for quality and innovative elements																	
2.8	Processes engaged to develop finished design are evaluated for effectiveness in achieving final outcomes																	
3	Suggest design improvements	<table><tr><td>3.1</td><td>Factors affecting the outcome of the project are examined and documented</td></tr><tr><td>3.2</td><td>Suggestions are made for adjustments to design to increase its ability to meet criteria</td></tr><tr><td>3.3</td><td>Technical design skills are used to reflect evaluation outcomes and communicate improvements</td></tr><tr><td>3.4</td><td>Potential design improvements are identified and tested for viability</td></tr><tr><td>3.5</td><td>Selection, adaptation and introduction of materials, tools, technology and design processes are applied to design improvements</td></tr><tr><td>3.6</td><td>Compliance with intellectual and copyright requirements is observed when incorporating ideas from others</td></tr><tr><td>3.7</td><td>Evaluation report is compiled and produced</td></tr></table>	3.1	Factors affecting the outcome of the project are examined and documented	3.2	Suggestions are made for adjustments to design to increase its ability to meet criteria	3.3	Technical design skills are used to reflect evaluation outcomes and communicate improvements	3.4	Potential design improvements are identified and tested for viability	3.5	Selection, adaptation and introduction of materials, tools, technology and design processes are applied to design improvements	3.6	Compliance with intellectual and copyright requirements is observed when incorporating ideas from others	3.7	Evaluation report is compiled and produced		
3.1	Factors affecting the outcome of the project are examined and documented																	
3.2	Suggestions are made for adjustments to design to increase its ability to meet criteria																	
3.3	Technical design skills are used to reflect evaluation outcomes and communicate improvements																	
3.4	Potential design improvements are identified and tested for viability																	
3.5	Selection, adaptation and introduction of materials, tools, technology and design processes are applied to design improvements																	
3.6	Compliance with intellectual and copyright requirements is observed when incorporating ideas from others																	
3.7	Evaluation report is compiled and produced																	

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--------------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements |
| Project brief includes: | <ul style="list-style-type: none">• client needs and objectives• client aims and objectives, and criteria for evaluation• milestones• organisational or personal profiles and aims• image requirements and function• target market• budget• timeline• consultation requirements• colour requirements |
| Evaluation criteria includes: | <ul style="list-style-type: none">• how the design:<ul style="list-style-type: none">• achieves project brief• meets budget• meets timeline• meets client needs• meets workplace and industry standards• is suitable for end use and target market• is suitable for current interior design trends and expectations |

- complies with building standards
- applies environmental standards
- includes suitable access for people with disabilities and the elderly

Finished design includes:

- themes and concepts
- fixtures
- fittings and interior design products
- furniture
- soft furnishings and accessories
- colour and finishes
- specifications
- quantities
- quality

Elements and principles of design, including liveability and accessibility, include:

- balance
- similarity
- texture
- contrast
- size
- ground, volume
- composition
- orientation
- form
- structure
- 2-D space
- position
- proportion
- 3-D space
- repetition
- scale
- line
- rhythm
- pattern
- point
- symmetry
- tone
- plane

Technical design skills include:

- sketching and drawing
- computer-aided design (CAD) representations
- visual documentation
- specification

Unit Mapping Information

Supersedes and is equivalent to LMFID6008A Evaluate design project outcomes.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6008 Evaluate design project outcomes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Evaluate three (3) design project outcomes, including one (1) residential and one (1) commercial design, against project brief and additional evaluation criteria effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for evaluating design project outcomes
- Organisational and site standards, requirements, policies and procedures for evaluating design project outcomes
- Australian Standards and the Building Code of Australia (BCA) applying to interior design
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance

- Ergonomics, anthropometrics, proxemics and aesthetic values
- Characteristics of materials, products and defects
- Design themes and design development
- Colours, furnishings and decorations
- Product, material and finish types and descriptions
- Evaluation and reflective practice techniques
- Sketching and drawing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to evaluating design project outcomes.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFID6009 Produce digital presentations for commercial projects

Modification History

Release 2 - Prerequisite for MSFID6009 reinstated due to transfer error. No change in outcomes.

Release 1 - New unit of competency

Application

This unit of competency covers preparing, producing and presenting commercial project digital presentations for the promotion and marketing of design services, for the solution of interior decoration and design projects and in accordance with project briefs. It applies to a retail, consulting or design and decoration studio environment and involves application of skills and knowledge at a managerial level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSFID5014	Use CAD applications to complete models and documentation for interior design projects
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Competency Field

Unit Sector

Interior Decoration and Design

Elements and Performance Criteria

Elements describe the essential outcomes.

1	Assess project presentation requirements
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Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to producing digital presentations for commercial projects are verified and complied with
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- 1.2 Project brief is reviewed and clarified with client to determine presentation requirements
 - 1.3 Parameters for the project are assessed and confirmed
 - 1.4 Resources are selected appropriate to work requirements and checked for operational effectiveness
 - 1.5 Communication with others is established and maintained
- 2 Prepare for digital presentation
 - 2.1 Space is measured to obtain all dimensions and specifications
 - 2.2 Placement of products and accessories are examined and planned together with application of finishes
 - 2.3 Spatial organisation of the area is assessed and planned in accordance with intended use
 - 2.4 Options for digital presentation solutions are explored
 - 2.5 Concept presentation is prepared and discussion of ideas and themes negotiated with client and other stakeholders
- 3 Produce digital presentation
 - 3.1 Digital presentation options are assessed and compared
 - 3.2 Project-specific digital methodologies are developed
 - 3.3 Personal or business promotional strategies are developed
 - 3.4 Electronic business files and financial tools are managed and used to assist in the development of the presentation
 - 3.5 Final digital presentation is produced and finalised in readiness for the client demonstration
- 4 Present digital demonstration
 - 4.1 Presentation methodology is developed and prepared
 - 4.2 Digital strategies are presented to the client, selling the attributes of the design solution
 - 4.3 Sketches, perspective drawings, axonometrics and schedules are electronically presented to support the presentation
 - 4.4 Materials and product schedules are produced and included in the developed design statement and digital presentation

- 4.5 Floor plan and elevations are produced to portray placement of products and specify finishes using rendering techniques and portrayed digitally
- 4.6 Presentation of digital information is supported using colour boards and working drawings

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- Project brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - organisational or personal profiles and aims
 - image requirements and function
 - target market
 - budget
 - timeline
 - consultation requirements
 - colour requirements

Clients include:	<ul style="list-style-type: none">• suppliers• manufacturers• private clients• colleagues• retailers• the public
Parameters include:	<ul style="list-style-type: none">• scope of brief• approval to make changes (legislative and planning)• effect or feel trying to be achieved• functionality (short and long term)• budget restrictions• established timelines
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• product based colour systems, such as Munsell or similar• colour matching system, such as Pantone Matching System (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Spaces include:	<ul style="list-style-type: none">• commercial spaces• rooms, such as:<ul style="list-style-type: none">• meeting rooms• offices• work areas• media rooms• entertainment areas• halls• foyers• lunch or break areas• workstations• ancillary areas
Specifications include:	<ul style="list-style-type: none">• the measurements and procedures by which a product is constructed, and materials to be utilised
Products include:	<ul style="list-style-type: none">• furniture• soft furnishings

- floor treatments
- curtain treatments
- built-in cabinetry or fittings
- light fittings
- lamps
- picture framing
- tapware
- kitchen fittings, such as stoves, sinks, hotplates, extractors, scales, fridges, dishwashers and coffee machines
- hand basins
- shower parts
- toilets
- bidets
- toilet fittings
- bathroom fittings
- connection points
- switches
- circuits
- hot water systems
- residual current detectors (safety switches)
- lights
- fans
- down lights
- halogen lights
- power outlets
- power boards
- television points
- phone points
- internet connections
- automated systems
- standard wiring systems
- personal computer-integrated bases (data and power)

Accessories include:

- trinkets
- ceramics
- trays
- vases
- carvings
- baskets
- pots
- plants
- candles
- clocks

	<ul style="list-style-type: none">• silverware• mirrors• frames• screens• floral displays• haberdashery• glassware• fireplace items• gifts• hand crafts• water features• photographs• pottery• personal items• statues• book ends• bowls• bottles
Finishes include:	<ul style="list-style-type: none">• paints• waxes• lacquers• stains• pigments• oils• plastic coatings• veneers• ceramics• stone• glass• textiles• other textures
Spatial organisation includes:	<ul style="list-style-type: none">• studying the positioning of elements, traffic flow and suitability of layout for the intended use of the area
Digital presentations include:	<ul style="list-style-type: none">• presentation boards• portfolios• photography• data projectors• video and other forms of multimedia• PowerPoint presentations• CAD demonstrations• written presentations

Themes include:	<ul style="list-style-type: none">• other scenarios utilising different software applications• variations of colour ways (based on directions media), furnishing trends and decoration trends
Project-specific digital methodologies include:	<ul style="list-style-type: none">• electronic walk throughs• product or technique slide shows• virtual galleries for the presentation of ideas and concepts• project-specific details and specifications presented digitally
Personal or business promotional strategies include:	<ul style="list-style-type: none">• websites• blogs• virtual galleries• e-portfolios• other profile raising techniques
Electronic business files and financial tools include:	<ul style="list-style-type: none">• conventional computer-based software (word processing, databases and spreadsheets)• desktop publishing applications• electronic pricing and quoting systems
Presentation methodology includes:	<ul style="list-style-type: none">• a strategic business case for selecting the digital strategy presented• a visual presentation and prepared script to accompany the presentation
Sketches include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand
Perspective includes:	<ul style="list-style-type: none">• perspective drawing techniques, including one, two and three point perspective, to demonstrate eye lines and balance
Axonometrics for revealing the construction and the interiors of buildings include:	<ul style="list-style-type: none">• a method of drawing in which vertical lines are drawn to scale from an accurate plan which has usually been turned through 45°
Materials include:	<ul style="list-style-type: none">• solid timber (native and imported)• manufactured timber products• plastic• metal• alloys• stone• glass• textiles• fibreglass• foam• cardboard• paper products

Schedules include:	<ul style="list-style-type: none">• any other manipulable substance• detailed descriptions of which materials, products, finishes and accessories will be selected and how they will be applied
Design statements include:	<ul style="list-style-type: none">• a statement which should demonstrate how good design has been taken into account in drawing up the development proposals. Its purpose is to improve the design of all new development. It should include a site analysis, set out the design principles and produce design solutions
Floor plans include:	<ul style="list-style-type: none">• a graphical representation in drawing form of the plans that represent how rooms or spaces are linked together in building plans
Elevations include:	<ul style="list-style-type: none">• the various views of a design, including front view, rear view, side views, plan view and cut through views
Rendering includes:	<ul style="list-style-type: none">• the pictorial representation of plans and elevations using colours, highlighting and shading to provide depth and photo-like drawings
Colour boards include:	<ul style="list-style-type: none">• a presentation on board displaying the colour usage and coordination with surface finishes, materials and textiles used throughout the project
Working drawings include:	<ul style="list-style-type: none">• drafted technical drawings or drawings produced on computer using CAD software packages

Unit Mapping Information

Supersedes and is equivalent to LMFID6009A Produce digital presentations for commercial projects.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFID6009 Produce digital presentations for commercial projects

Modification History

Release 2 - Prerequisite for MSFID6009 reinstated due to transfer error. No change in outcomes.

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Produce a digital presentation for a commercial property, planning at least two (2) spaces, to digitally provide the client with cost-effective options which inform the project brief development effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for producing digital presentations for commercial projects
- Organisational and site standards, requirements, policies and procedures for producing digital presentations for commercial projects
- Elements and principles of design, including liveability and accessibility
- Creativity and artistic relevance

- Ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Digital presentation development and use
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to producing digital presentations for commercial projects.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB2001 Prepare for cabinet installation

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing a site and confirming completeness of cabinets and components required for installation. It requires checking of job information and identifying quality issues.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Follow work health and safety (WHS) procedures for on-site work	1.1	WHS responsibilities for on-site work are identified
		1.2	All legislative requirements are adhered to in work activity
		1.3	Personal protective equipment is used according to workplace practices
2	Prepare workplace	2.1	Installation plan is checked to identify requirements relevant to own work

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| | 2.2 | Tools and equipment required for installation are located and checked for operational readiness |
| | 2.3 | Area is cleared and prepared for operations |
| | 2.4 | Power source is identified and accessed for power tools |
| 3 | Confirm cabinet readiness for assembly and installation | |
| | 3.1 | Cabinet components are identified and checked against delivery documentation and installation plan to confirm completeness |
| | 3.2 | Cabinet components are transported from delivery vehicle to site in a manner that prevents injury to self and others or damage to cabinets |
| | 3.3 | Cabinets and components are assessed for quality |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving
- work is conducted to assist in the installation of cabinets in

	new or renovated kitchens and bathrooms
Installation plans include:	<ul style="list-style-type: none">• cabinets include flat pack pre-cut cabinets, made to measure manufactured board, or solid timber cabinets within a kitchen, bathroom or other domestic environment• drawings and specifications• component lists• cabinet layout and design information• installation instructions
Tools and equipment include:	<ul style="list-style-type: none">• screws, nails, bolts and wall plugs• cabinets• components• glues and finishes• hand and power tools• measuring devices
Cabinet components include:	<ul style="list-style-type: none">• hinges, runners and latches• locks• handles• drawer runners and slides• legs, plinths and kickboards• door and drawer systems• cabinet sections
Quality assessment of components includes:	<ul style="list-style-type: none">• checks for completeness• scratches• chips and markings• colour and texture variations
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFKB2001A Prepare for cabinet installation.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB2001 Prepare for cabinet installation

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare the installation site for cabinet installation and use mathematical ideas and techniques to correctly complete measurements and calculate areas for cabinetry
- Assemble all necessary tools, equipment and cabinetry components for the installation
- Conduct quality checks on components prior to installation and report readiness of the site for the installation work
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Safe work practices
- Documentation procedures
- Quality checking procedures
- Symbols and terminology on plans and drawings
- Features of cabinets and components

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to cabinet installation.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB2002 Provide assistance in cabinet installation

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assisting in the on-site installation of cabinets for kitchens or bathrooms. It includes assembling cabinets, fitting components, and fixing cabinets to wall and floor surfaces, and making a limited range of adjustments in the installation of new or renovated kitchens and bathrooms.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Lay out components and materials according to installation plan	1.1	Work health and safety (WHS) requirements, including personal protective equipment are identified
		1.2	Floor layout and individual cabinet construction requirements are determined from the installation plan or through checking with supervisor or tradesperson
		1.3	Components are laid out to match sequence of assembly
		1.4	Product codes and labels are checked for any special

			installation requirements
2	Assemble carcass	2.1	Joining methods are applied according to the installation plan or instructions from supervisor or tradesperson
		2.2	Facings are completed
		2.3	Carcass levels are checked
		2.4	Components are attached
		2.5	Minor adjustments are made according to instruction from supervisor or tradesperson
		2.6	Carcasses are completed and checked for quality against instructions
		2.7	Hand and power tools are used safely and according to operating instructions
3	Fix cabinets as specified by site supervisor or tradesperson	3.1	Cabinet fixing techniques are confirmed with supervisor or tradesperson according to site requirements
		3.2	Cabinets are fixed to walls and floors according to the installation plan and instruction of supervisor or tradesperson
		3.3	Components are fixed according to installation instructions
4	Finish work	4.1	Cabinets are cleaned and checked for quality
		4.2	Site is cleaned and all tools put away
		4.3	Project documentation is completed
		4.4	Waste is disposed of according to environmental standards
		4.5	Property is secured

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individual to demonstrate some discretion, judgement and problem solving
 - cabinets include flat pack, pre-cut, made to measure manufactured board or solid timber cabinets within a kitchen, bathroom or other domestic environment
 - on-site installation work covered by this unit is undertaken under direction of a qualified tradesperson or supervisor
- Components include:**
- hinges, runners and latches
 - locks
 - handles
 - drawer runners and slides
 - legs, plinths and kickboards
 - door and drawer systems
 - cabinet sections
- Joining methods include:**
- screws and hinges
 - adhesives
 - patented devices
 - connectors
- Hand and power tools include:**
- drills
 - jigs
 - hammers
 - screwdrivers
 - power saws
 - drop saws
- Cabinet fixing techniques include:**
- glue
 - staples
 - bolts
 - screws

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| Secured includes: | <ul style="list-style-type: none">• wall plugs• locked• services turned off• work area sealed off |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFKB2002A Provide assistance in cabinet installation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB2002 Provide assistance in cabinet installation

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare the installation site for cabinet installation by checking measurements and laying out carcasses to fit
- Effectively and safely interpret and implement work instructions to assemble and install cabinets that are level, correctly located and meet specifications
- Efficiently and safely use required hand and power tools to assist in installation of cabinet components
- Clean up installation site and installed components after completing work
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Follow instruction of supervisor and work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Assembly processes for cabinets
- Safe work practices
- Documentation procedures
- Quality checking procedures
- Symbols and terminology on plans and drawings
- Features of cabinet components

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to cabinet installation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3001 Identify processes in kitchen and bathroom projects

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying the processes used in new and renovated kitchen and bathroom projects. Identification includes key stages, service providers and quality elements that typically characterise a project concerned with the development of kitchens and bathrooms.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify key stages of a kitchen and bathroom renovation project	1.1	Processes engaged in a site assessment for kitchen and bathroom renovation projects are identified and relevance for work determined
		1.2	Elements of a project design brief for renovation work are identified
		1.3	Project plan and contracting and legislative requirements for renovation work are identified
		1.4	Sequence of work for renovations is determined
2	Identify key stages of a new kitchen and bathroom project	2.1	Processes for engaging in a site assessment for new kitchen and bathroom projects are identified and the relevance for work determined

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| | 2.2 | Elements of a project design brief for new work are identified |
| | 2.3 | Project plan and contracting and legislative requirements for new work are identified |
| | 2.4 | Sequence for new work is determined |
| 3 | Identify the services to be provided by other personnel and companies for kitchen and bathroom projects | 3.1 Services to be provided by tradespeople in kitchen and bathroom projects are identified
3.2 Other services involved in kitchen and bathroom projects are identified |
| 4 | Examine quality elements for kitchen and bathroom projects | 4.1 Key information resources for kitchen and bathroom projects are determined and accessed
4.2 Manufacturing processes used for cabinet construction are identified and features and benefits of techniques are explained
4.3 Sources for supply of materials, fixtures and fittings are identified
4.4 Market standards for finish quality and relate to own work environment and requirements are determined |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individual to demonstrate some discretion, judgement and problem solving
 - work situations are where a person must have the skill and knowledge to properly identify the stages and processes used in installing or renovating kitchen and bathrooms. Examples would be tradespeople engaged in kitchen and bathroom work, sales advisers and designers who advise clients in kitchen and bathroom projects
- Processes engaged in a site assessment include:**
- assessing structural aspects, including flooring, walls, ceiling, roof construction, other structural features, windows and doors, which may impact on design or installation work
 - identifying architectural styles or features
 - determining material use, including use of asbestos
 - gaining access
 - services, such as ventilation, plumbing, drainage, power and lighting
 - waterproofing
 - demolition requirements
 - assessing building information, plans, drawings and materials data
 - assessing levels and squareness of walls and floors
 - conducting measurements
- Design brief includes:**
- client needs and objectives
 - client aims and objectives, and criteria for evaluation
 - milestones
 - functional requirements
 - budget
 - timeline
 - consultation requirements
 - colour requirements
- Project plan requirements include:**
- sequence of operations
 - budget
 - timelines
 - allocation and delivery of resources
 - contingencies

Tradespeople in kitchen projects include:

- plumbers
- tilers
- cabinetmakers
- flooring specialists
- builders
- electricians

Tradespeople in bathroom projects include:

- builders
- plumbers
- tilers
- waterproofing specialists
- glaziers
- electricians

Other services include:

- designers
- architects
- material and component suppliers
- contractors
- colour consultants
- stone workers

Key information resources include:

- trade magazines
- brochures
- building organisations
- design organisations
- internet
- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Manufacturing processes include:

- hand manufacture
- computer numerically controlled (CNC) machining
- mass production
- solid wood production
- flat panel construction
- custom design
- importation

Finish quality includes:

- materials
- design
- costs
- new technologies
- components

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Unit Mapping Information

Supersedes and is equivalent to LMFKB3001A Identify processes in kitchen and bathroom projects.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3001 Identify processes in kitchen and bathroom projects

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret new and renovation kitchen and bathroom project design project briefs, including establishing the correct sequence of manufacture and installation operations
- Determine the processes involved in kitchen and bathroom renovation or new manufacture and installation, including the services required from relevant key trades in the kitchen and bathroom industry
- Determine quality cabinet and other component requirements to meet project design brief outcomes and establish sources of suitable components and services to undertake the work
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Roles of trades in the kitchen and bathroom industry
- Roles of other service providers to the kitchen and bathroom industries
- Planning processes relevant to the kitchen and bathroom industries
- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom projects
- Supply chains for kitchen and bathroom components and materials
- Market and industry standards
- Qualities of renovation and new work projects

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. Evidence should be demonstrated in identifying processes for meeting at least one (1) new kitchen or bathroom design brief and at least one (1) kitchen or bathroom renovation project.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports, completed kitchen and bathroom projects and related work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to information resources on kitchen and bathroom projects.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3002 Determine requirements for installation of cabinets

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing a site, including walls, floors, appliances, services and other structural components, to determine implications and modifications required for location and installation of cabinets.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Access the site	1.1	Project brief and plans are reviewed to guide site assessment
		1.2	Site access is arranged with client
		1.3	Required access for materials and equipment is determined
		1.4	On-site work health and safety (WHS) procedures are followed
		1.5	Other work procedures being undertaken at the site for

			impact on installation work are evaluated
2	Identify construction features that impact on cabinet installation	2.1	Wall construction and features are examined to determine implications for cabinet installation
		2.2	Flooring construction and features are examined to determine implications for cabinet installation
		2.3	Other structural features are analysed to determine implications for cabinet installation
3	Identify installation requirements of appliances	3.1	Appliances are examined to confirm location and placement in cabinets
		3.2	Installation requirements for appliances are examined using manuals to determine implications for cabinet installation
4	Determine implications for layout or design	4.1	Services and appliances are accessed to identify any compliance issues for layout or design
		4.2	Development plan and site assessment is used to determine implications for design and cabinet construction
		4.3	Sequence for cabinet installation is determined according to site findings
5	Document installation requirements	5.1	Findings from site assessment are documented to inform adjustments that are required to the design layout and cabinet construction
		5.2	Information is recorded using industry standards

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individual to demonstrate some discretion, judgement and problem solving
 - work is conducted by on-site cabinet installers to determine any modifications required to cabinets, design or positioning before installation is conducted
 - cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers
- Site assessment includes:**
- assessing structural aspects, including flooring, walls, ceiling, roof construction, other structural features, windows and doors, which may impact on design or installation work
 - determining material use, including use of asbestos
 - access
 - services, such as ventilation, plumbing, drainage, power and lighting
 - waterproofing
 - demolition requirements
 - assessing building information, plans, drawings and materials data
 - assessing levels and squareness of walls and floors
 - conducting measurements
- Wall construction includes:**
- solid masonry
 - stud frame
 - load bearing members
 - non-load bearing members
 - bracing
 - squareness
 - level
 - skirting boards
- Flooring construction includes:**
- concrete slab
 - timber
 - steel

	<ul style="list-style-type: none">• under floor access• squareness• levels• skirting boards
Other structural features include:	<ul style="list-style-type: none">• beams• columns• structural damage• finish• ledges
Features of electrical service include:	<ul style="list-style-type: none">• position and number of power outlets• adequacy of supply• data and communications cabling• location near other services
Other services include:	<ul style="list-style-type: none">• gas• data• communications• plumbing• air extraction• conditioning• vents
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturers specifications and operational procedures• measurements• quotes• specifications• design adjustments

Unit Mapping Information

Supersedes and is equivalent to LMFKB3002A Determine requirements for installation of cabinets.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3002 Determine requirements for installation of cabinets

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Conduct a site assessment and identify all issues that will impact on the installation of cabinets and appliances including floor and wall construction and other structural elements of the site and availability and location of required services
- Identify limitations of cabinet construction and implications for design, including compliance issues for work and levelling required
- Complete detailed documentation to inform installation, including site conditions, sequence of component installation and quality standards that apply
- Apply quality standards, Australian Standards and resource information appropriate to cabinet construction and installation on site, including accessing and apply appropriate requirements set out in the Building Code of Australia (BCA)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Roles of trades in the kitchen and bathroom industry
- Planning processes
- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom projects
- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for assessing a site

- Organisational and site standards, requirements, policies and procedures for assessing a site
- The role of Australian Standards and the BCA
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Basic building and architectural terminology
- Common structural and non-structural components of a residential building
- Materials and methods involved in interior refurbishment
- Local regulations/councils
- Construction techniques/technologies
- Statutory planning regulations affecting kitchens and bathrooms

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. Evidence is required of effectively planning cabinet installation in at least two different sites.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports, completed projects or work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools required for site assessment and plans, drawings and manuals relating to project.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3003 Check and measure fit of cabinets

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers taking measurements on-site and checking cabinetry to ensure accurate fit. It requires assessment of levels and squareness of walls and floors and other structural components to determine adjustments required on cabinets to ensure exact fit.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Conduct site measurements	1.1	Access to site is obtained according to project guidelines and work health and safety (WHS) procedures
		1.2	Measuring devices are selected and prepared for use
		1.3	Site measurements are made and recorded according to industry standards
		1.4	Levels and squareness of walls and floor are established
		1.5	Other structural aspects of site that impact on installation are measured and recorded

- | | | | |
|---|--|-----|--|
| 2 | Assess measurements against cabinet dimensions | 2.1 | Cabinet dimensions are determined from cabinet or construction plans |
| | | 2.2 | Site measurements are checked to identify any discrepancies from cabinet installation requirements |
| 3 | Identify required adjustments | 3.1 | Adjustments are calculated to ensure proper installation |
| | | 3.2 | Cabinets and walls or floor are marked up to inform required adjustments |
| | | 3.3 | Workplace documentation is completed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving
- work is conducted by on-site installers of cabinets in kitchens, bathrooms and other ancillary areas in residential situations
- cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers

Measuring devices include:	<ul style="list-style-type: none">• tape measures• laser beams• angle readers• rulers
Other structural aspects include:	<ul style="list-style-type: none">• structural damage• finish• ledges• skirting boards• service outlets• vents• gas, data, communications, air extraction and conditioning vents
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFKB3003A Check and measure fit of cabinets.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3003 Check and measure fit of cabinets

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and accurately measure and record structural aspects that impact on cabinet construction and installation identifying any inconsistencies in measurements
- Mark up the installation site according to confirmed measurements to correctly inform installers on cabinet location and fit
- Complete detailed documentation on measurements, cabinet location and installation sequence to inform installation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom projects
- State or territory WHS legislation, regulations, standards and codes of practice relevant to on-site work
- The role of Australian standards and the Building Code of Australia (BCA)
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Relevant problem identification and resolution techniques

- Basic building and architectural terminology
- Common structural and non-structural components of a residential building

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. Evidence must be obtained of cabinet measure and fit operations in at least two different installation sites.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports, completed measure and fit for projects and relevant work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools required for measurement, and plans, drawings and manuals relating to project.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3004 Conduct on-site adjustments to cabinets and components

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers determining required cabinet adjustments, selecting appropriate techniques, and making and checking the adjustments to pre-made cabinets in order to achieve accurate fit at site of installation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Determine required adjustment techniques	1.1 Access to site is obtained according to project guidelines and work health and safety (WHS) procedures
	1.2 Measurements and required adjustments are examined
	1.3 Problem-solving skills are applied and techniques selected to conduct adjustments with minimal disruption to cabinet construction
	1.4 Cabinet design is checked to ensure design and industry

			standards will be maintained with completion of cabinet adjustments
2	Make adjustments	2.1	Cabinet markings are inspected and confirmed to ensure accurate adjustments
		2.2	Adjustments are conducted using appropriate techniques and tools
		2.3	Area is cleaned and rubbish disposed of according to environmental standards
3	Confirm accurate fit	3.1	Measurements are made to ensure cabinet readiness for installation
		3.2	Edges and lines are measured to ensure fit is straight and flush
		3.3	Doors, drawers, runners, handles and latches are checked for correct alignment
		3.4	Tolerances are checked to ensure standards are achieved
		3.5	Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative

	<p>obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements</p> <ul style="list-style-type: none">• work requires individual to demonstrate some discretion, judgement and problem solving• work is conducted by installers of cabinets in residential situations and is based on measurements taken at the site of installation• cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers
Problem-solving skills include:	<ul style="list-style-type: none">• re-examining plans and drawings• comparing measurements• determining root cause• applying product knowledge to situation• discussing issue with colleagues• comparing alternative techniques• assessing pros and cons of options• applying principles of construction to situation• identifying associated hazards
Adjustments include:	<ul style="list-style-type: none">• planing• sanding• drilling• screwing• aligning• gluing• fixing
Workplace documentation includes:	<ul style="list-style-type: none">• design drawings and plans• order forms• quality documentation• job forms• specifications
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFKB3004A Conduct on-site adjustments to cabinets and components.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3004 Conduct on-site adjustments to cabinets and components

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Take and record accurate measurements of installed cabinets and apply appropriate problem-solving techniques to determine the necessary adjustment required for on site cabinetry
- Complete operations to adjust cabinets using hand and power tools safely and efficiently using identified techniques that do not damage the cabinetry or site structure
- Conduct quality checks on adjusted cabinets to ensure they meet specifications
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Processes used for the construction and modification of cabinets
- Features of cabinets and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to on-site work
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. Evidence must be provided of correct adjustment of cabinetry components in at least two installation sites.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence and supervisor's reports.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools required for measurement and completing adjustments; and plans, drawings and manuals relating to project.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3005 Fabricate cabinets for the built-in environment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning production processes, and constructing and assembling components to fabricate cabinets that meet predetermined specifications in a manufacturing workshop environment. It includes operating computer numerically controlled (CNC) and static machines.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------------|---|
| 1 Plan cabinet construction | <ul style="list-style-type: none">1.1 Workplace health and safety (WHS) requirements, including personal protection needs, are observed throughout the work1.2 Drawings, specifications and customer instructions are completed or interpreted, including design, tolerances, process, materials, finish and quantity1.3 Construction techniques to be used in cabinet manufacture are identified and selected1.4 Industry standards for cabinet construction are determined1.5 Construction and assembly sequence is planned |
|------------------------------------|---|

- | | | |
|---|---|---|
| | 1.6 | A cutting list is developed from the plan |
| | 1.7 | Tools, machines and equipment suitable for construction are identified and checked for safe and effective operation |
| | 1.8 | Procedures for checking quality at each stage of the process are determined |
| | 1.9 | Work area is cleared and prepared for production |
| 2 | Select and prepare materials for cabinet construction | 2.1 Features, benefits and limitations of materials and components used for cabinet construction are identified |
| | 2.2 | Surface treatments used for cabinets in a range of applications are identified |
| | 2.3 | Industry standards for materials used in cabinets are identified |
| | 2.4 | Materials to meet the customer requirements are selected and prepared for use |
| 3 | Select and prepare cabinet components | 3.1 Features, benefits and limitations of components used for cabinets in a range of applications are identified |
| | 3.2 | Components to meet the customer requirements are selected and prepared for use |
| 4 | Construct cabinets | 4.1 Observe WHS requirements, including personal protection needs, throughout the work |
| | 4.2 | Use tools, machines and equipment in accordance with safety requirements and manufacturer specifications |
| | 4.3 | Cut and form materials in accordance with the plan |
| | 4.4 | Cabinets are manufactured and checked against set-outs for tolerances, fit and accuracy |
| | 4.5 | Product is checked against plans at identified checkpoints |
| 5 | Assemble cabinets | 5.1 Cabinets are assembled using components identified in construction plan |
| | 5.2 | Components are attached and checked against set-outs for accuracy, fit, twist and distortion |
| | 5.3 | Doors, drawers and shelves are assembled and fitted |

- 5.4 Product is prepared for final finish, including the removal of bruises, scratches, dents and marks
- 5.5 Work area is cleaned and rubbish disposed of according to environmental standards
- 5.6 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving |
| Construction techniques include: | <ul style="list-style-type: none">• use of CNC or static machinery• computer-aided manufacturing (CAM) |
| Tools, machines and equipment include: | <ul style="list-style-type: none">• CNC equipment• static machines• hand and power tools• measuring devices |
| Materials include: | <ul style="list-style-type: none">• glass• particleboard• fibre board |

	<ul style="list-style-type: none">• solid timber• veneer• vinyl• laminates• adhesives• tops• edges
Surface treatments include:	<ul style="list-style-type: none">• lacquers, polishes and oils• laminates• paints
Range of applications includes:	<ul style="list-style-type: none">• kitchens or bathrooms• other domestic settings, such as laundries
Components include:	<ul style="list-style-type: none">• baskets• rollers• hinges• dowel• pins• cams• metal frames• connectors• patented devices• handles
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFKB3005A Fabricate cabinets for the built-in environment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3005 Fabricate cabinets for the built-in environment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret and apply information from plans and drawings to inform the materials required, sequence of operations and assembly techniques for fabrication of cabinets
- Identify and source materials and components used in cabinets for kitchens, bathrooms and other residential settings specified in the design plan and specifications
- Plan fabrication process for cutting, forming and finishing cabinet components and construct and assemble cabinets using hand and power tools safely and efficiently to meet the design specifications
- Determine that fabricated cabinets meet specified quality outcomes, complete housekeeping and reporting requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom and other residential projects
- State or territory WHS legislation, regulations, standards and codes of practice relevant to work
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for measurement

- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. Evidence must be provided of fabrication of at least two different cabinet fabrication projects
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, completed cabinet fabrication projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines required for constructing and assembling cabinets.
- Access is required to tools and equipment required for constructing and assembling cabinets; and plans, drawings and manuals relating to work.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3006 Install fitted cabinets and components

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing cabinets in residential and commercial environments according to specifications and design plans, including the application of selected components to achieve a quality finish. It includes accessing and applying information and instructions for the use of components and cabinet products.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Determine requirements for cabinet components	1.1	Workplace health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Information resources for cabinet components is identified and accessed to inform the installation
		1.3	Features of components are identified and verified as suitable for the application
		1.4	Tools and equipment required for applying components are

- identified and prepared
- 1.5 Cabinets are checked to ensure markings and holes required for components are correctly located
- 2 Install cabinets
 - 2.1 Designs or plans are interpreted to determine cabinet installation requirements
 - 2.2 Cabinet markings are confirmed to ensure accurate installation
 - 2.3 Measurements are made to confirm fit
 - 2.4 Cabinets are installed according to plans and specifications
 - 2.5 Appliance installation requirements and service features are accommodated in installation
 - 2.6 Components are fixed according to cabinet requirements
 - 2.7 Hand and power tools are used safely and efficiently
 - 2.8 Work area is cleaned and rubbish disposed of according to environmental standards
 - 3 Check quality finish
 - 3.1 Measurements are made to ensure cabinet is square and level
 - 3.2 Edges and lines are checked to ensure fit is level, straight and flush
 - 3.3 Doors, drawers, runners, handles and latches are checked for correct alignment
 - 3.4 Tolerances are checked to ensure they meet standard requirements
 - 3.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving• work is conducted in the on-site installation of cabinets within a kitchen, bathroom or ancillary residential environment• application of components includes all fixtures and fittings required to complete the cabinet installation• cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers |
| Cabinet components include: | <ul style="list-style-type: none">• hinges, runners and latches• locks• handles• drawer runners and slides• legs• door and drawer systems |
| Features of components include: | <ul style="list-style-type: none">• size• quality• finish• purpose |
| Appliances include: | <ul style="list-style-type: none">• stoves, ovens and cook tops• exhaust fans and range hoods• lighting• water filters• dishwasher• refrigerator• washing machine• dryer |

- Services include:**
- plumbing
 - electrical systems
 - air conditioning
 - ventilation
- Fixing includes:**
- screwing
 - aligning
 - gluing
 - fixing components
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures
 - installation instruction manuals
 - drawings and plans
 - brochures

Unit Mapping Information

Supersedes and is equivalent to LMFKB3006A Install fitted cabinets and components.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3006 Install fitted cabinets and components

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Access and apply information on installation requirements of cabinet components including component specifications, materials to be used and site conditions
- Determine correct installation techniques to be applied and any or issues that would impact on the installation process
- Complete all operations to install cabinets using hand and power tools safely and efficiently and install cabinets in at least (1) one kitchen, one (1) bathroom and laundry, including one (1) residential and one (1) commercial environment
- Conduct quality checks on all installed components to ensure they meet specifications and complete housekeeping and required records of the work conducted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Processes used for the installation of cabinets
- Features of cabinets and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to on site work
- Characteristics of materials, products and defects
- Cabinet installation processes
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement

- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, completed projects and work examples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines required for constructing, assembling and installing cabinets.
- Access is required to tools and equipment required for constructing, assembling and installing cabinets; and plans, drawings and manuals relating to work.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3007 Provide advice on cabinet design features

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers providing customers with information relating to the features and benefits of cabinet designs and components, and advising on best fit to meet customer needs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Confirm customer requirements	<p>1.1 Customer requirements for cabinet design features are obtained and accurately documented</p> <p>1.2 Design requirements for cabinet with the customer are identified</p> <p>1.3 Plans, drawings and any design details relevant to the customer enquiry are located and accessed</p> <p>1.4 Services available and appropriate to the customer's needs with the customer are confirmed</p>
2 Provide technical information on design options	<p>2.1 Cabinet design options are explained to the customer noting specific features and benefits of the layout and inclusions</p>

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|---|---|--|
| | 2.2 | Technical information on all cabinet designs available is accessed and researched to ensure advice to customers is fully informed |
| | 2.3 | Design brochures, drawings and other advisory materials are provided to the customer |
| | 2.4 | Construction, installation and ordering details of the designs are explained to the customer |
| 3 | Provide technical information on cabinet components | |
| | 3.1 | Technical and product information on all cabinet fixtures are accessed and researched |
| | 3.2 | Relevant information brochures are located and provided to the customer and features of the components communicated effectively |
| | 3.3 | Cabinet application methods are discussed with the customer |
| 4 | Suggest best design package to meet customer needs | |
| | 4.1 | Elements and principles of design are applied to examine the appropriateness of cabinet products for customer requirements |
| | 4.2 | Options are discussed with the customer to ascertain responses and preferences |
| | 4.3 | Advice is provided on best option to meet customer requirements and preferences confirmed |
| | 4.4 | Determine required quantities based on manufacturer specifications, plans and customer needs |
| | 4.5 | Costs are calculated according to work policy and procedures |
| 5 | Complete cabinet design documentation | |
| | 5.1 | Customer details are recorded and checked for accuracy |
| | 5.2 | Details of design, fixtures, fittings and finishes for customer are documented according to workplace practice noting any special requirements or conditions |
| | 5.3 | Formal order is placed and documentation provided to the customer |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving in a kitchen or bathroom showroom or similar environment where a set range of cabinet designs and components are available and basic technical and design information relevant to cabinets is used |
| Customer requirements may include: | <ul style="list-style-type: none">• client aims and objectives, and criteria for evaluation• function• budget• timelines• consultation requirements• brand preferences |
| Design requirements may include: | <ul style="list-style-type: none">• storage• appliances• colour• materials• finish• vanity, toilet, shower and bath requirements• components, such as hinges, runners, handles, latches, taps, splashbacks, bench tops, spas, basins and bath• doors, drawers and cabinet styles• dimensions |

**Technical information
may include:**

- usage patterns
- quality
- cabinet standards for application in kitchens, bathrooms and other domestic settings
- product codes
- dimensions
- characteristics and qualities
- environmental specifications
- installation requirements
- ergonomic specifications
- quality
- operation
- warranties
- available colour range
- price
- construction of products
- care and maintenance requirements
- stain and dirt resistance
- product performance
- colour fastness, colour fading properties
- availability

**Elements and principles
of design may include:**

- line
- shape
- form
- texture and colour
- balance
- proportion (symmetry and asymmetry)
- harmony
- contrast
- pattern
- movement
- rhythm
- unity
- style
- focus
- scale
- emphasis
- proximity
- alignment
- space
- ergonomics
- arrangement

- aesthetic relations
 - tension
 - development methods
 - that prescribed under legislation, regulations and enterprise policies and practices
- Personal protective equipment includes:**
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFKB3007A Provide advice on cabinet design features.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3007 Provide advice on cabinet design features

Modification History

Release 1 - New unit of competency

Performance Evidence

- Engage customers to confirm cabinet requirements, including identifying all features required
- Advise customers on the characteristics, benefits and limitations of various cabinet design features that suit their needs
- Using customer feedback develop design solutions to meet their cabinet requirements
- Use technical information to inform and cost a cabinet design to suit customer needs, document the final design, confirm with the customer and complete an order
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Construction processes for cabinet designs
- Safe work practices
- Documentation procedures
- Quality checking procedures
- Symbols and terminology on plans and drawings
- Features of cabinet components
- Principles and elements of design
- Characteristics of materials, products and defects
- Effects of finishes and finishing techniques
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to range of cabinet designs, products and specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB3008 Identify cabinet construction and installation methods

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying and evaluating production processes and construction features used in the manufacture of cabinets, installation methods used and the implications for designs. It does not include skills to perform installation tasks or to plan a particular installation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| 1 Identify common production processes for the manufacture of cabinets | <div style="display: flex; flex-direction: column; gap: 10px;"><div>1.1 The range of cabinets on the market are identified and the quality features evaluated</div><div>1.2 Industry standards for cabinets are identified and accessed</div><div>1.3 The role of computer numerically controlled (CNC) processes, computer-aided manufacture (CAM) processes and custom manufacture principles and processes are evaluated in terms of cabinet manufacture</div><div>1.4 Common techniques used for joining, assembling and finishing cabinets are established</div></div> |
|---|---|

- | | | | |
|---|---|-----|--|
| 2 | Identify features and limitations of construction methods | 2.1 | Features and limitations of mass manufactured cabinets and custom-made cabinets are identified and evaluated |
| | | 2.2 | The range of variations able to be achieved with cabinet construction methods are established |
| 3 | Identify installation methods used | 3.1 | Methods used to install cabinets are identified and evaluated |
| | | 3.2 | The importance of site analysis is determined and common impacts on designs recognised |
| | | 3.3 | Expertise and skills engaged in installation and other considerations are recognised |
| 4 | Determine implications for kitchen and bathroom design | 4.1 | Implications of appliances on cabinet construction and installation are evaluated |
| | | 4.2 | Implications of services on cabinet construction and installation are recognised |
| | | 4.3 | Implications of cabinet construction methods and installation requirements for designs are evaluated |
| 5 | Identify sourcing requirements for cabinets | 5.1 | Information sources on suppliers for cabinets and components are accessed and utilised |
| | | 5.2 | Requirements for ordering cabinets and components are determined |
| | | 5.3 | Supplier timelines and delivery requirements are determined |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:	<ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving that involves interpretation of information on cabinet construction and installation methods by those working in design and technical advisory roles in the kitchen and bathroom industry• information may be used to provide advice to customers, confirm orders or inform design or product selection
Methods used to install cabinets may include:	<ul style="list-style-type: none">• use of screws, fixtures and patented devices• use of adhesives, clips and fasteners• use of sealants• use of installation sequences
Site analysis may include:	<ul style="list-style-type: none">• location of services• measurements and dimensions• flooring and wall construction• materials and finishes impacting on installation• structural features that impact on installation• data cabling
Expertise and skills engaged in installation may include:	<ul style="list-style-type: none">• measurement• quality checking• assembly• use of hand and power tools• modifying and adjusting cabinets• working with other tradespeople
Other considerations in cabinet installation may include:	<ul style="list-style-type: none">• installation requirements of appliances• waterproofing considerations• sequence of installation• design modifications• translation of design details into technical specifications
Implications of appliances may include:	<ul style="list-style-type: none">• requirements for changes to cabinet or design due to sizing or placement requirements• compliance issues• location and access
Implications of services	<ul style="list-style-type: none">• requirements for changes to cabinet or design due to placement

may include:

- compliance issues
- location and access

Requirements for ordering cabinets may include:

- measurements and dimensions
- colour
- product codes and specifications
- timelines
- delivery details
- drawings
- special conditions
- customer authorisation

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFKB3008A Identify cabinet construction and installation methods.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB3008 Identify cabinet construction and installation methods

Modification History

Release 1 - New unit of competency

Performance Evidence

- Access and interpret product information to determine limitations and benefits of different methods used in the construction and installation of cabinets and the implications for design
- Determine the impact of site conditions and limitations on cabinet design and features
- Identify cabinet construction and assembly techniques and installation methods for a range of fabrication and installation jobs
- Identify requirements for sourcing and ordering cabinets and components to meet design specifications and installation methods to be used including timelines for completion and delivery processes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Techniques used for the construction and installation of cabinets, including CNC, CAM and custom manufacture principles and processes
- Features of cabinets and components used in kitchen and bathroom projects
- State or territory WHS legislation, regulations, standards and codes of practice relevant to kitchen and bathroom cabinets and components
- Characteristics of materials, products and defects
- Information resources

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4001 Determine spatial planning considerations for kitchen design

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers examining space requirements and usage patterns for kitchens and determining planning considerations for designs.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Determine kitchen work and traffic flow patterns | 1.1 | Key work zones for kitchens are identified and prime activities and associated appliances determined |
| | | 1.2 | Traffic flow patterns and considerations for kitchen space are identified |
| | | 1.3 | Work triangle concepts are identified and applied to modern kitchen design |
| 2 | Examine layout options | 2.1 | Location of services is identified and implications for relocation determined |

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| | 2.2 | Range of layout options and work and traffic flow implications are examined |
| | 2.3 | Suitability of layout options for kitchen space are analysed and limitations and benefits determined |
| 3 | Determine storage options | 3.1 Storage requirements of kitchen work zones are identified |
| | 3.2 | Storage options are examined for suitability to kitchen spaces and implications for design determined |
| | 3.3 | Dimensions and space requirements of standard storage options are identified for design |
| 4 | Assess kitchen ergonomic considerations | 4.1 Basic principles of ergonomics are used to determine space planning implications |
| | 4.2 | Requirements for working height are identified |
| | 4.3 | Manual handling considerations for kitchen design are identified |
| | 4.4 | Storage principles are considered to determine implications for design |
| | 4.5 | Special considerations for children, older people and/or disabled people are taken into account, where applicable |
| 5 | Examine requirements for kitchen appliances | 5.1 Key appliances used in kitchens are identified and standard dimensions, clearances and required services determined |
| | 5.2 | Manufacturer guidelines and statutory regulations regarding the placement and installation of appliances are identified and implications for design examined |
| | 5.3 | Work space implications for appliances are analysed and implications for design determined |
| 6 | Determine planning considerations for services | 6.1 Regulations regarding the location of power outlets, lighting and electrical work undertaken are identified |
| | 6.2 | Regulations regarding the location of plumbing outlets and plumbing work undertaken are identified |
| | 6.3 | Regulations regarding the location of gas outlets and gas plumbing work undertaken are identified |

- 6.4 Implications of service requirements on kitchen design are determined
- 6.5 Lighting sources are examined and requirements for kitchen design determined

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|---|--|
| Unit context includes: | <ul style="list-style-type: none">• Work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving in the analysis of design requirements. It includes analysis of appliances, services, regulatory requirements, storage requirements and applications to determine implications for kitchen design |
| Key work zones for kitchens may include: | <ul style="list-style-type: none">• food storage zone• food preparation zone• clean-up zone• bench top clearances• landing space |
| Considerations may include: | <ul style="list-style-type: none">• floor clearances• traffic clearances• space requirements for reaching, bending and crouching |

	<ul style="list-style-type: none">• eating space requirements• additional space requirements for areas such as computers, entertaining and laundry• number and types of users of kitchen
Range of layout options may include:	<ul style="list-style-type: none">• single wall set out• galley• L-shape• U-shape• island
Storage requirements may include:	<ul style="list-style-type: none">• food storage (perishable and non-perishable)• food preparation (utensils, appliances, cookware, condiments, ovenware and cookbooks)• clean-up (garbage bin, storage containers, cleaning items and products)• additional storage (crockery, glassware, serving platters and small appliances)
Storage options may include:	<ul style="list-style-type: none">• cupboards and drawers• wire shelving• baskets• mobile storage unit• railing• shelves• pantry• swing out cupboards• extension worktops• base cupboards• overhead cupboards
Basic principles of ergonomics include:	<ul style="list-style-type: none">• clearance (minimum spatial tolerances for access)• reach (maximum spatial tolerances and workspace envelope)
Storage principles may include:	<ul style="list-style-type: none">• importance of items• frequency of use• function• sequence of use
Key appliances may include:	<ul style="list-style-type: none">• cook top• oven• freestanding stove• microwave and convection oven• exhaust system• refrigerator• coffee machine• sink

Lighting sources may include:

- dishwasher
- incandescent
- fluorescent
- halogen or dichroic
- natural light

Unit Mapping Information

Supersedes and is equivalent to LMFKB4001A Determine spatial planning considerations for kitchen design.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4001 Determine spatial planning considerations for kitchen design

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Access and interpret kitchen information to determine limitations and benefits of different spatial planning options used in kitchen design to meet Liveable Housing Design Guidelines
- Identify and apply ergonomic considerations and regulatory considerations for kitchen designs
- Determine the implications of appliances, storage options and work patterns on kitchen designs, including intended use, features, manufacturers guidelines and installation requirements
- Identify the range of services needed for a kitchen and relevant regulations and construction that impact on the design process
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Features of kitchen components
- Liveable Housing Design Guidelines
- State or territory WHS legislation, regulations, standards and codes of practice relevant to kitchen designs
- Characteristics of storage, appliance, lighting and service options
- Relevant information resources

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4002 Research and recommend materials, components and finishes for kitchen designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and analysing materials, components and finishes, and making recommendations to meet the requirements of a kitchen design brief. It includes evaluation of options and presentation of design information to clients.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify requirements of kitchen design brief	1.1	Design brief is reviewed to determine required outcomes for kitchen design
		1.2	Parameters for the project are assessed and confirmed
		1.3	Resources are selected appropriate to work requirements and checked for operational effectiveness
2	Identify types and features of kitchen materials, components and finishes	2.1	Materials used in kitchen applications are examined and suitability to meet design brief determined
		2.2	Components used in kitchen applications are examined and suitability to meet design brief determined

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| | | 2.3 | Finishes used in kitchen applications are examined and suitability to meet design brief determined |
| | | 2.4 | New material technologies are researched and suitability to meet design brief determined |
| 3 | Identify suitable options to meet design brief | 3.1 | Materials, components and finishes that meet client brief requirements are identified |
| | | 3.2 | Options are selected for further analysis and design development |
| 4 | Evaluate the functional and aesthetic characteristics of selection | 4.1 | Elements and principles of design are used to examine the appropriateness of materials, components and finishes for client brief requirements |
| | | 4.2 | Application methods and available expertise for the desired effect are assessed |
| | | 4.3 | Costs of materials, components and finishes are assessed and compared |
| | | 4.4 | Environmental and sustainability considerations for materials, components and finishes are examined |
| | | 4.5 | Aesthetic qualities are assessed with regard to desired effect |
| | | 4.6 | Longevity and restorability of materials, components and finishes are researched |
| | | 4.7 | Hazards associated with the use and application of materials, components and finishes are researched |
| | | 4.8 | Quality of materials, components and finishes are assessed |
| 5 | Select and recommend materials, components and finishes | 5.1 | Materials, components and finishes are selected to meet client brief requirements |
| | | 5.2 | Presentation of research information is made highlighting the findings and rationale for selection |
| | | 5.3 | A range of presentation strategies is included in presentation |
| 6 | Document recommendations | 6.1 | Specifications of selection are documented |
| | | 6.2 | Samples are stored for further use |

6.3 Selection is integrated into design drawings and plans

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|-------------------------------|---|
| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving by kitchen designers in the specification of materials, components and finishes as part of the design process |
| Design brief includes: | <ul style="list-style-type: none">• client needs and objectives• milestones• functional requirements• budget• timelines• consultation requirements• colour requirements |
| Parameters include: | <ul style="list-style-type: none">• budget range• colour range• timelines• space dimensions• structural characteristics |

Resources include:	<ul style="list-style-type: none">• services• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• pantone matching system (PMS)• journals (directions magazines)• artistic equipment• products and model making equipment
Materials include:	<ul style="list-style-type: none">• particleboard• high moisture resistant particleboard• plywood• high pressure laminate• low pressure laminate• vinyl/foil wrap• resin-based solid surfaces• solid stone• reconstituted stone• timber• timber veneer• paint• glass• stainless steel• tiles
Kitchen applications include:	<ul style="list-style-type: none">• bench tops• splashbacks• drawers• cabinets• kickboards/plinths/legs• floors• walls• shelving
Components include:	<ul style="list-style-type: none">• taps• handles• runners• hinges• rails• sinks

Finishes include:

- baskets
- edging and edge profiles
- paints
- waxes
- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures

Elements and principles of design include:

- line
- shape
- form
- texture and colour
- balance
- proportion (symmetry and asymmetry)
- harmony
- contrast
- pattern
- movement
- rhythm
- unity
- style
- focus
- scale
- emphasis
- proximity
- alignment
- space
- ergonomics
- arrangement
- aesthetic relations
- tension
- development methods
- liveability design requirements

Unit Mapping Information

Supersedes and is equivalent to LMFKB4002A Research and recommend materials, components and finishes for kitchen designs.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4002 Research and recommend materials, components and finishes for kitchen designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret and analyse kitchen design briefs, including liveability design requirements
- Research relevant manufacturer and supplier information in order to select and specify kitchen materials, components and finishes that meet a design brief including features, quality, costs, sustainability and aesthetic requirements
- Present advice on kitchen materials, components and finishes to meet client requirements including samples and documented costing
- Use mathematical ideas and techniques to correctly complete measurements and estimate and cost material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Features of kitchen materials and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to kitchen designs
- Liveable Housing Design Guidelines
- Information resources
- Elements and principles of design
- Research techniques
- Effects of finishes and finishing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4003 Identify and document services required to support fitted furniture designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing available services and determining service requirements to achieve new fitted furniture design proposals, such as those for a kitchen or bathroom application.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify and document available services	1.1	Access to work area is arranged with client
		1.2	On-site work health and safety (WHS) procedures are followed
		1.3	Plumbing, water outlets and drainage features are located and documented on site diagrams or plans
		1.4	Electrical and data outlets are located and documented on site diagrams or plans

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|---|--|--|
| | 1.5 | Location and type of lighting sources are located and documented on site diagrams or plans |
| | 1.6 | Type and capacity of services are identified and details documented |
| | 1.7 | Measurements are taken to inform layout documentation |
| | 1.8 | Industry symbols and protocols are used to document information about services |
| 2 | Examine implications of services on design | 2.1 Design brief, drawings and plans are examined to determine intentions or options for services |
| | 2.2 | Details obtained from site are assessed against design information |
| | 2.3 | Appliances identified in the design brief are identified and implications on services examined |
| | 2.4 | Compliance issues relating to the location of services are identified |
| | 2.5 | Implications of current services on design are determined |
| 3 | Determine and document lighting and electrical system layout | 3.1 Requirements of the lighting and electrical system layout are ascertained from the design brief |
| | 3.2 | Lighting is assessed for effect and suitability to functional and ambience requirements |
| | 3.3 | Performance and characteristics required of electrical products are assessed and reviewed |
| | 3.4 | Environmental considerations are analysed in respect of the lighting and electrical system layout |
| | 3.5 | Ergonomic, anthropometric and proxemic principles are assessed in respect of the lighting and electrical system layout and the intended products |
| | 3.6 | Costs associated with purchasing and obtaining the products are analysed and documented |
| | 3.7 | Electrical contractors are consulted as required to confirm implications on design |
| | 3.8 | Lighting and electrical system layout is determined to meet |

		the design brief
4	Determine and document plumbing system layout	<ul style="list-style-type: none">4.1 Requirements of the plumbing system are ascertained from the design brief4.2 Performance and characteristics required of plumbing products are assessed and reviewed4.3 Gas requirements are determined and included in system layout4.4 Environmental considerations are analysed in respect of the plumbing system layout4.5 Ergonomic, anthropometric and proxemic principles are assessed in respect of the plumbing system layout and the intended products4.6 Costs associated with purchasing and obtaining the products are analysed and documented4.7 Plumbing contractors are consulted as required to confirm implications on design4.8 Plumbing layout is determined to meet the design brief
5	Complete layout documentation	<ul style="list-style-type: none">5.1 Sketches and drawings are completed to identify the layout of electrical and lighting system and products5.2 Sketches and drawings are completed to identify the layout of plumbing system and products5.3 Sketches and drawings are completed to industry standards5.4 Specifications are documented according to industry standards

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving in the determination of service requirements for fitted furniture applications, such as kitchens and bathrooms. It applies to the assessment of services, such as plumbing, gas and electricity supply, air conditioning, ventilation, lighting and data to determine implications for new designs• work is limited to determining the service requirements for a design, including location, number and types of taps, power outlets and exhausts for a kitchen or bathroom space. It does not include layout of service pipes, wiring, conduits or installation of services |
| Lighting sources include: | <ul style="list-style-type: none">• incandescent• fluorescent• halogen or dichroic• natural light |
| Type and capacity of services include: | <ul style="list-style-type: none">• number of outlets, controls and switches• capacity to service kitchen appliances and products• capacity to service bathroom appliances and products• capacity of household electrical load• adequacy of lighting |
| Implications of current services on design include: | <ul style="list-style-type: none">• requirements for relocation• relative costs associated with relocation• requirements for capacity increase• relative costs associated with increasing capacity• changes required for fixtures and fittings |
| Performance and characteristics include: | <ul style="list-style-type: none">• assessment of products to determine if they meet the requirements of the intended end use application and how well they do it |

Electrical products include:	<ul style="list-style-type: none">• the durability and composition of the product• refrigerator• stove• appliances• air conditioners• ventilation systems• hot water systems
Environmental considerations include:	<ul style="list-style-type: none">• how the use of raw materials effects the ecology and environment and how its continued use will affect the area it has been sourced from• energy consumption in achieving the material• greenhouse gases created• waste levels• resource utilisation and transport effects• what impact will be felt by reducing or stopping material from the source
Costs include:	<ul style="list-style-type: none">• contractors• products and materials together with the cost of obtaining them either locally, interstate or overseas
Plumbing products include:	<ul style="list-style-type: none">• water filters• tap ware and sinks• drainage• dishwasher• shower recesses• baths and spas• toilet and bidet• washing machines
Sketches and drawings include:	<ul style="list-style-type: none">• hand drawn images or ideation drawings completed freehand• drafted technical drawings• drawings produced on computer using computer-aided design (CAD) software packages
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

Unit Mapping Information

Supersedes and is equivalent to LMFKB4003A Identify and document services required to support fitted furniture designs.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4003 Identify and document services required to support fitted furniture designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Assess a site and identify available services, including electrical, gas, plumbing and data, and determine supply and layout issues that will impact on a fitted furniture design and installation
- Establish the fittings and appliances to be included in a fitted furniture design and the services required for their installation and use
- Determine all services that are required to meet a design brief and complete industry standard drawings and specifications to identify their layout on the installation site
- Use mathematical ideas and techniques to correctly complete measurements, estimate service supply and draw layouts to scale
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Ergonomic, anthropometric and proxemic principles
- Industry symbols and protocols
- Planning processes
- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of determining layout for kitchen and bathroom services
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Basic building and architectural terminology
- Range of kitchen products and service requirements
- Range of bathroom products and service requirements
- Statutory planning regulations affecting services in kitchens and bathrooms

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports and completed services layout design projects.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tools and equipment to determine and document layout requirements; and plans, drawings and manuals relating to the project.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4004 Determine spatial planning considerations for bathroom design

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers examining space requirements and usage patterns for bathrooms and determining planning considerations for designs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Determine bathroom usage and traffic flow patterns | 1.1 | Key use zones for bathrooms are identified and prime activities and associated appliances, fixtures and fittings determined |
| | | 1.2 | Traffic flow patterns and considerations for space are identified |
| 2 | Examine layout options | 2.1 | Location of services is identified and implications for relocation determined |
| | | 2.2 | Range of layout options and traffic flow implications are examined |
| | | 2.3 | Suitability of layout options for space is analysed and limitations and benefits determined |

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| 3 | Determine storage options | 3.1 | Storage requirements of bathrooms are identified |
| | | 3.2 | Storage options are examined for suitability to bathroom spaces and implications for design determined |
| | | 3.3 | Dimensions and space requirements of standard storage options are identified for design |
| 4 | Assess bathroom ergonomic considerations | 4.1 | Basic principles of ergonomics are examined and used to determine space planning implications |
| | | 4.2 | Requirements for working height are identified |
| | | 4.3 | Manual handling considerations for design are identified |
| | | 4.4 | Storage principles are considered to determine implications for design |
| | | 4.5 | Special considerations for children, older people and/or disabled people are taken into account, where applicable |
| 5 | Examine requirements for bathroom appliances, fixtures and fittings | 5.1 | Manufacturer guidelines and statutory regulations regarding the placement and installation of appliances is determined |
| | | 5.2 | Space implications for appliances are established |
| 6 | Determine planning considerations for services | 6.1 | Regulations regarding the location of power outlets, lighting and electrical work undertaken are identified |
| | | 6.2 | Regulations regarding the location of plumbing outlets and plumbing work undertaken are identified |
| | | 6.3 | Regulations regarding the location of gas outlets and gas plumbing work undertaken are identified |
| | | 6.4 | Implications of service requirements on bathroom design are determined |
| | | 6.5 | Lighting sources are examined and requirements for bathroom design determined |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|---|---|
| Unit context includes: | <ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving in the analysis of design requirements• work includes analysis of services, regulatory requirements, storage requirements and applications to determine implications for bathroom design |
| Key use zones for bathrooms include: | <ul style="list-style-type: none">• cleaning• showering• bathing• washing• drying• ironing• toiletry• dressing• laundry• storage |
| Considerations include: | <ul style="list-style-type: none">• floor clearances• traffic clearances• space requirements for reaching, bending and crouching• additional space requirements for areas, such as:<ul style="list-style-type: none">• dressing area |

	<ul style="list-style-type: none">• make up area• ironing area
Range of layout options includes:	<ul style="list-style-type: none">• placement of:<ul style="list-style-type: none">• showers• baths• spas• shower screens• toilets• bidets• basins• vanities• washing areas
Storage requirements include:	<ul style="list-style-type: none">• linen• cleaning materials• make-up and personal items• jewellery• toiletries
Storage options include:	<ul style="list-style-type: none">• cupboards and drawers• wire shelving• baskets• mobile storage unit• railing• shelves• pantry• swing out cupboards• extension worktops• base cupboards• overhead cupboards• fold out ironing boards
Basic principles of ergonomics include:	<ul style="list-style-type: none">• clearance (minimum spatial tolerances for access)• reach (maximum spatial tolerances)• Liveable Housing Design Guidelines
Storage principles include:	<ul style="list-style-type: none">• importance of items• frequency of use• function• sequence of use
Key appliances, fixtures and fittings include:	<ul style="list-style-type: none">• shower, shower screen and shower head• toilet and bidet• bath and spa• washing basket

- washing machine, dryer and iron
 - vanities, taps and sinks
 - cabinets
 - towel racks
- Lighting sources include:**
- incandescent
 - fluorescent
 - halogen or dichroic
 - natural light

Unit Mapping Information

Supersedes and is equivalent to LMFKB4004A Determine spatial planning considerations for bathroom design.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4004 Determine spatial planning considerations for bathroom design

Modification History

Release 1 - New unit of competency

Performance Evidence

- Access and interpret bathroom information to determine limitations and benefits of different spatial planning options used in bathroom design to meet Liveable Housing Design Guidelines
- Identify and apply ergonomic considerations and regulatory considerations for bathroom designs
- Determine the implications of appliances, storage options and use patterns on bathroom designs, including features, manufacturers guidelines and installation requirements
- Identify the range of services needed for a bathroom and relevant regulations and construction that impact on the design process
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Features of bathroom components
- Liveable Housing Design Guidelines
- State or territory WHS legislation, regulations, standards and codes of practice relevant to bathroom and laundry designs
- Characteristics of storage, appliance, fittings and fixtures, lighting and service options
- Relevant information resources

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports, completed bathroom design projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4005 Research and recommend materials, components and finishes for bathroom designs

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching and analysing materials, components and finishes, and making recommendations to meet the requirements of a bathroom design brief. It includes evaluation of options and presentation of the design information to clients.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify requirements of bathroom design brief	1.1	Design brief is reviewed to determine required outcomes for bathroom design
		1.2	Parameters for the project are assessed and confirmed
		1.3	Resources are selected appropriate to work requirements and checked for operational effectiveness
2	Identify types and features of bathroom materials, components and finishes	2.1	Materials used in bathroom applications are examined and suitability to meet design brief determined
		2.2	Components used in bathrooms are examined and suitability to meet design brief determined

		2.3	Finishes used in bathroom applications are examined and suitability to meet design brief determined
		2.4	New material technologies are researched and suitability to meet design brief determined
3	Identify suitable options to meet design brief	3.1	Materials, components and finishes that meet client brief requirements are identified
		3.2	Options are selected for further analysis and design development
4	Evaluate the functional and aesthetic characteristics of selection	4.1	Elements and principles of design are used to examine the appropriateness of materials, components and finishes for client brief requirements
		4.2	Application methods and available expertise for the desired effect are assessed
		4.3	Costs of materials, components and finishes are assessed and compared
		4.4	Environmental and sustainability considerations for materials, components and finishes are examined
		4.5	Waterproof quality of bathroom materials, components and finishes are examined
		4.6	Aesthetic qualities are assessed with regard to desired effect
		4.7	Longevity and restorability of materials, components and finishes are researched
		4.8	Hazards associated with the use and application of materials, components and finishes are researched
		4.9	Quality of materials, components and finishes are assessed
5	Select and recommend materials, components and finishes	5.1	Materials, components and finishes are selected to meet client brief requirements
		5.2	Presentation of research information is made, highlighting the findings and rationale for selection
		5.3	A range of presentation strategies is included in presentation
6	Document	6.1	Specifications of selection are documented

recommendations

6.2 Samples are stored for further use

6.3 Selection is integrated into design drawings and plans

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving in the specification of materials, components and finishes as part of the design process

Design brief includes:

- client needs and objectives
- milestones
- functional requirements
- budget
- timelines
- consultation requirements
- colour requirements

Parameters include:

- budget range
- colour range

	<ul style="list-style-type: none">• timelines• space dimensions• structural characteristics• services
Resources include:	<ul style="list-style-type: none">• computers• computer software• design software• computer-aided design (CAD) software• colour boards• storyboards• swatches• pantone matching system (PMS)• journals (directions magazines)• artistic equipment and products• model making equipment
Materials include:	<ul style="list-style-type: none">• particleboard• high moisture resistant particleboard• plywood• high pressure laminate• low pressure laminate• vinyl/foil wrap• resin-based solid surfaces• solid stone• reconstituted stone• timber• timber veneer• paint• glass• stainless steel• tiles
Bathrooms applications include:	<ul style="list-style-type: none">• bench tops• splashbacks• drawers• cabinets• kickboards/plinths/legs• floors• walls• shelving• showers• baths/spas
Components include:	<ul style="list-style-type: none">• handles

- Finishes include:**
- runners
 - hinges
 - rails
 - sinks
 - baskets
 - toilets
 - bidets
 - edging and edge profiles
 - paints
 - waxes
 - lacquers
 - stains
 - pigments
 - oils
 - plastic coatings
 - veneers
 - ceramics
 - stone
 - glass
 - textiles and other textures
 - waterproofing finishes
- Elements and principles of design include:**
- line
 - shape
 - form
 - texture and colour
 - balance
 - proportion (symmetry and asymmetry)
 - harmony
 - contrast
 - pattern
 - movement
 - rhythm
 - unity
 - style
 - focus
 - scale
 - emphasis
 - proximity
 - alignment
 - space
 - ergonomics
 - arrangement

- aesthetic relations
 - tension
 - development methods
- Hazards include:**
- toxins and gases released by some finishes
 - glues and materials which may be harmful to people if not used correctly
- Presentation strategies include:**
- materials and concept boards
 - swatches and samples
 - quotes
 - drawings
 - models
 - plans

Unit Mapping Information

Supersedes and is equivalent to LMFKB4005A Research and recommend materials, components and finishes for bathroom designs.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4005 Research and recommend materials, components and finishes for bathroom designs

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret and analyse bathroom design briefs, including liveability design requirements
- Research relevant manufacturer and supplier information in order to select and specify bathroom materials, components and finishes that meet a design brief, including features, quality, costs, sustainability and aesthetic requirements
- Present advice on bathroom materials, components and finishes to meet client requirements, including samples and documented costing
- Use mathematical ideas and techniques to correctly complete measurements and estimate and cost material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Features of bathroom materials and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to bathrooms designs
- Information resources
- Elements and principles of design
- Research techniques
- Effects of finishes and finishing techniques
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports and completed bathroom design projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4006 Prepare quotation and contract documentation for design project

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers calculating costs for a design project and preparing formal quotation and contract documentation for client agreement.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1 Identify costs involved in producing design | 1.1 Design brief is reviewed to confirm required outcomes and inclusions and any other client requirements |
| | 1.2 Measurements and quantities are confirmed |
| | 1.3 Specification schedule is developed to itemise all inclusions |
| | 1.4 Labour resources and suppliers are identified and role in design implementation confirmed |
| 2 Calculate project costs | 2.1 Costs of materials, components and finishes are calculated |
| | 2.2 Labour costs, including design fees, are calculated |

- | | | |
|---|--|--|
| | 2.3 | Overheads and hidden costs are calculated |
| | 2.4 | Costs of required plant and equipment are calculated |
| | 2.5 | Supplier prices are compared to ensure most cost-effective solutions |
| | 2.6 | Options for reducing costs are identified |
| 3 | Prepare and present cost quotation | |
| | 3.1 | Costs are itemised and detailed on documentation according to industry standards |
| | 3.2 | Additional information and samples are prepared, as required, to support quotation |
| | 3.3 | Quote is presented to the client and details and costing options discussed to confirm all items documented |
| | 3.4 | Quote is modified and finalised according to client response |
| | 3.5 | Client agreement to the quote is obtained and documented |
| 4 | Prepare and present contract documentation | |
| | 4.1 | Inclusions, costs and parameters of the design are noted in the contract documents |
| | 4.2 | Contract is prepared according to industry standards and presented and explained to client |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• Work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving for the quotation and contracting of projects, including materials, components and services as part of the design implementation
Design brief includes:	<ul style="list-style-type: none">• client needs and objectives• milestones• functional requirements• budget• timelines• consultation requirements• colour requirements• specific inclusions
Labour resources include:	<ul style="list-style-type: none">• tradespeople• contract services• labourers
Overheads and hidden costs include:	<ul style="list-style-type: none">• costs of providing service• business overheads• transport and delivery• sales and marketing costs• time delays or other timing factors• demolition and rubbish removal costs• supplier cost increases
Additional information includes:	<ul style="list-style-type: none">• fliers and promotional information• product samples• drawings and plans• product codes• insurance information
Contract documents include:	<ul style="list-style-type: none">• drawings• plans• project schedules• specification schedules• visual information

Unit Mapping Information

Supersedes and is not equivalent to MSFID4022 Prepare quotation and contract documentation for design project

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4006 Prepare quotation and contract documentation for design project

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret and analyse design brief and confirm measurements, itemised inclusions and resources required for the design implementation
- Research information on prices and suppliers and use mathematical ideas and techniques to correctly calculate costs for all components and services, including sourcing the required quality components for the best available price
- Calculate trade and associated labour costs such as plant/equipment and overheads for completing the design brief work to specifications
- Produce and present to the client a quote that documents material, trades and design costs, including samples of materials in a manner that informs the client of their choices and the details of the inclusions
- Present and conform client agreement to the fully itemised and costed contract documentation for the work
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to design contracts
- Information resources
- Research techniques
- Market rate for design fees, labour costs and material costs
- Appropriate mathematical procedures for estimation, costing and measurement
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Types of labour available

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports and completed documentation for design quotes and contracts.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4007 Design ancillary residential cabinetry

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying client requirements for residential cabinetry outside of kitchen, bathroom and laundry applications, including developing and documenting designs to inform production and installation processes.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Determine design requirements	1.1	Client requirements for ancillary cabinetry are identified and verified with the client
		1.2	Design parameters are determined
		1.3	Site measurements are taken and recorded
		1.4	Design requirements and client information are documented
2	Develop design options	2.1	Drawings are completed to visually represent cabinet design ideas

- | | | |
|---|-------------------------|--|
| | 2.2 | Cabinet design ideas and options are discussed with client |
| | 2.3 | Client preferences are determined and design option selected with the client |
| 3 | Develop design proposal | 3.1 Measurements and dimensions are documented
3.2 Structural features and components are identified
3.3 Construction and installation requirements are determined
3.4 Labour requirements are determined
3.5 Costs involved to implement design are calculated
3.6 Design proposal is developed and specifications documented
3.7 Design documentation and quote is provided for client consideration |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

	<ul style="list-style-type: none">• work requires individual to demonstrate some discretion, judgement and problem solving by cabinetmakers and designers who provide designs for custom built cabinets for installation in residential situations
Client requirements include:	<ul style="list-style-type: none">• location and fit• measurements and dimensions• purpose• materials and finishes• structural features• budget• timing
Ancillary cabinetry includes:	<ul style="list-style-type: none">• built-in entertainment units• built-in cupboards• shelving• external kitchen components• bathroom cabinets
Design parameters include:	<ul style="list-style-type: none">• quality finish• relationship with other features of the room• structural and functional requirements and limitations• colour, style and tone
Drawings include:	<ul style="list-style-type: none">• computer-aided drawings• manual drawings• sketches
Options include:	<ul style="list-style-type: none">• materials• structural features• options to reduce costs• variety of ways to achieve client requirements
Structural features include:	<ul style="list-style-type: none">• doors, shelving, drawers and rails• openings• legs, plinths and kickboards
Components include:	<ul style="list-style-type: none">• handles, knobs and drawers• hinges and runners
Construction and installation requirements include:	<ul style="list-style-type: none">• use of screws, fixtures and patented devices• use of adhesives, clips and fasteners• use of sealants• material requirements• manufacturing processes• on-site production requirements• special production requirements, such as use of specialised equipment• removal of furnishings

Design documentation includes:

- waste removal
- drawings
- specifications
- construction information
- timelines
- product codes and specifications
- delivery details
- special conditions
- measurements and dimensions

Unit Mapping Information

Supersedes and is equivalent to LMFKB4007A Design ancillary residential cabinetry.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4007 Design ancillary residential cabinetry

Modification History

Release 1 - New unit of competency

Performance Evidence

- Liaise with client to establish design requirements for ancillary residential cabinetry
- Inspect the installation site to take measurements, identify available services and structural features and develop cabinetry design options to discuss with the client
- Calculate trade and associated labour costs such as plant/equipment and overheads for completing the design brief work to specifications
- Produce and present to the client a quote that documents cabinetry fabrication, installation and design costs in a manner that informs the client of their choices and the details of the inclusions
- Confirm client choices for the cabinetry and complete design documentation, including drawings, costing and specifications for client approval
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Processes used for the construction and installation of cabinets
- Features and limitations of cabinets and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to cabinets and components
- Relevant information resources
- Costing techniques

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports and completed design and quotation documentation for residential cabinetry.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFKB4008 Determine layout for laundry components

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers designing and documenting the layout for a laundry, including placement of components, such as cabinets, appliances and required laundry facilities applying design principles to spatial considerations for a laundry. It does not include designing any changes to plumbing, electrical or waterproofing, other than the location of required service.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Pre-requisite Unit

Competency Field

Unit Sector

Kitchens and Bathrooms

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---|-----|--|
| 1 | Confirm and analyse the laundry design requirements | 1.1 | Communication is established with the client and information regarding the client needs and expectations is obtained |
| | | 1.2 | Key requirements for laundry are assessed and confirmed and constraints determined |
| | | 1.3 | Project parameters are confirmed |
| | | 1.4 | Site analysis is conducted to assess laundry design |

		requirements and limitations
	1.5	Spatial considerations are determined specific to the site and client requirements
2	Examine layout options	2.1 Location of current services are identified
	2.2	Components for inclusion in laundry are identified
	2.3	Range of layout options and traffic flow implications are examined
	2.4	Suitability of layout options for space is analysed and limitations and benefits determined
	2.5	Environmental implications of the layout are assessed and options reviewed to ensure maximum energy efficiency is achieved
	2.6	Access issues relating the laundry are identified and addressed in layout options
3	Select and specify laundry layout	3.1 Layout options are discussed with client and preferences selected
	3.2	Required changes to service outlets and waterproofing are identified
	3.3	Regulatory requirements relating to laundries are assessed to determine compliance
	3.4	Laundry layout and components are documented with specifications detailed
	3.5	Cost estimate is calculated and provided for client
	3.6	Proposal is communicated effectively to the client and alterations negotiated and confirmed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individual to demonstrate some discretion, judgement and problem solving to residential laundry design and may include the positioning of services and appliances and desired locations for plumbing and electrical outlets
Key requirements include:	<ul style="list-style-type: none">• functional requirements• colour, style and form preferences• inclusions• budget• timelines• desired effects• materials, component and finishes• quality• specific conditions
Project parameters include:	<ul style="list-style-type: none">• upper and lower budget limits• range of options• specific conditions• scope of brief• approval to make changes• design effect required by client• functionality (short and long term)• established timelines
Site analysis includes:	<ul style="list-style-type: none">• identifying current laundry features and services• measuring laundry dimensions and features• identifying structural conditions and features of current laundry layout or which require building or engineering advice in a new laundry design• observing general house style• observing current inclusions and appliances

- Spatial considerations include:**
- location and capacity of services
 - requirements of laundry appliances
 - usage and traffic flows typical to a laundry
 - laundry storage requirements
 - specific ergonomic or access requirements
- Components include:**
- washing machine, dryer, ironing facilities, laundry sink and hanging facilities
 - storage areas, cabinets and shelving
 - tiling, fixtures and fittings
 - shower, shower screen, toilet and basin
- Access issues include:**
- access for wheelchair and walking support devices
 - railing and supports
 - ergonomics required for specific disability, aging, and/or health issues
- Documentation includes:**
- product information
 - client information
 - sketches and drawings (elevations, sections, plans and perspectives)
 - photos
 - brochures
 - computer-aided design (CAD) presentations
- Specifications include:**
- measurements and dimensions
 - fixtures and fittings
 - product codes
 - materials
 - components
 - appliances

Unit Mapping Information

Supersedes and is equivalent to LMFKB4008A Determine layout for laundry components.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFKB4008 Determine layout for laundry components

Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Liaise with client to determine required laundry features and requirements and access and interpret laundry design and component information to determine limitations and benefits of different spatial planning options and layout
- Identify and apply ergonomic and regulatory considerations for laundry designs, including appliance use and location, storage options use patterns and installation requirements to determine suitable layout
- Identify the range of services needed for a laundry design and relevant regulations and construction that impact on the design process and apply spatial considerations to develop a laundry layout to meet client brief
- Use mathematical ideas and techniques to correctly complete measurements, estimate material requirements and cost a laundry design, including drawings and specifications for client consideration and approval
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures

Knowledge Evidence

- Features of laundry designs and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to laundry designs
- Characteristics of storage, appliance and service options
- Spatial planning considerations for laundry designs
- Relevant information resources
- Drawing protocols and symbols

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports and completed laundry layout design projects.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work tools and equipment and work-related information resources.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFMB2001 Prepare and assemble base unit

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assembling components to construct bases for mattresses, including timber platforms, webbing, coil springs, grid wires, foam and padding.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Mattress and Base Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-----------------------------|--|
| 1 Prepare for base assembly | 1.1 Specifications are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | 1.2 Assembly sequence is planned |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Procedures are determined for checking quality at each stage of the process |
| | 1.5 Fixing devices are selected in line with work instructions and type of materials to be joined |

- | | | |
|---|--|--|
| | 1.6 | Components, hardware, fittings and attachments are collected |
| | 1.7 | Tools and equipment suitable to the fixing method are selected and checked for safe operation |
| | 1.8 | Appropriate jigs are selected |
| 2 | Assemble base components | |
| | 2.1 | Components are laid out and assembled using jigs and appropriate fastenings |
| | 2.2 | Hand and/or power tools, equipment are used as required |
| | 2.3 | Assembled base is checked for compliance with specifications |
| | 2.4 | Spring grid/unit is attached to base |
| | 2.5 | Fabric is upholstered to base according to specifications |
| | 2.6 | Base is finished to eliminate all excess materials |
| | 2.7 | Bases which do not meet quality specifications are repaired or tagged for further processing or recycling/disposal |
| 3 | Identify quality requirements | |
| | 3.1 | Process is monitored and conditions which may affect quality standards are noted |
| | 3.2 | Variations to normal activities are reported in accordance with workplace procedures |
| | 3.3 | Authorised changes in standard operating procedures and work order or instructions are implemented |
| | 3.4 | Workplace required documentation is completed and stored following appropriate procedures |
| 4 | Clean work area/s and maintain equipment | |
| | 4.1 | Faulty and/or defective equipment is tagged and reported in accordance with WHS procedures |
| | 4.2 | Waste and scrap is removed following workplace procedures |
| | 4.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | 4.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Tools and equipment include:

- measuring tapes or rules
- scissors
- staple gun
- pincers
- long-nose pliers
- hammers
- mallets
- squares
- bevels
- chisels
- plane
- hand saws
- power saws
- power drills/screwdrivers
- clamps and screwdrivers

Materials include:

- timber

	<ul style="list-style-type: none">• manufactured board• fabrics• grid wires• glues• screws• nails• dowels• coil springs• foam• padding• stabilising springs• border wire
Assembled base specification checks include:	<ul style="list-style-type: none">• alignment and squareness• correct number and fitting of fasteners• hardware• fittings and attachments and conformity to work instruction and quality requirements
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFMB2002B Prepare and assemble base unit.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFMB2001 Prepare and assemble base unit

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assemble base components to construct at least one (1) sprung base unit
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of base design
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to base production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, hand and/or power tools, equipment, jigs and appropriate machinery.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFMB2002 Assemble mattress components

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assembling specified mattresses, including planning the work, selecting fabrics and components, and assembling the components.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Mattress and Base Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|---|-----|---|
| 1 | Plan work operations | 1.1 | Specifications concerning design, fabrics and finish are confirmed with designer/client, as required |
| | | 1.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 1.3 | Suitable work area is selected, tidied and cleaned of any contaminants |
| | | 1.4 | Appropriate equipment and tools are selected and checked for the required fitting and assembly process |
| 2 | Select and inspect fabrics and components | 2.1 | Fabric panels are checked in terms of quantity, quality, contaminants, size, pattern and consistency |

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| | | 2.2 | Grade of foam is selected and checked in accordance with work order |
| | | 2.3 | Appropriate padding and springs are selected and checked |
| 3 | Assemble components and fit fabric cover | 3.1 | Work pieces are laid out in sequence according to specifications, construction process and workplace procedures |
| | | 3.2 | Padding and underlay materials are attached to spring unit using appropriate enterprise techniques and equipment |
| | | 3.3 | Covering fabrics are applied to mattress ensuring patterns, naps, sheens, direction of pattern, pattern repeat and finished side of the materials are positioned appropriate to the design |
| | | 3.4 | Fabric finish over the spring unit is smooth and consistent |
| | | 3.5 | Weaving lines are straight |
| | | 3.6 | Finish of applied fabric is checked against quality standards |
| 4 | Clean work areas and maintain equipment | 4.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace WHS procedures |
| | | 4.2 | Waste and scrap is removed following workplace procedures |
| | | 4.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 4.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Materials and components include:	<ul style="list-style-type: none">• spring units• plain and patterned fabric• padding materials• foam
Tools and equipment include:	<ul style="list-style-type: none">• glues• staples• buttons• scissors• measuring and marking equipment• staple lifters• pliers• trimming knife• needles• spring benders• clip guns• staple guns• glue guns• long tom• foam cutter• fabric cutter• sewing machines
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans,

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFMB2003B Assemble mattress components.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFMB2002 Assemble mattress components

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and select materials used and any special handling requirements and assemble mattress components to construct the following:
 - one (1) pillow top mattress
 - one (1) standard sprung mattress
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards
- Fabric types and characteristics, common faults and inspection procedures
- Padding/underlay materials and spring units
- Risks to health from repetitive actions and prevention strategies
- Design features of the finished furnishing items

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate tools, plain and patterned fabrics, padding materials, spring units, fixing materials and tools, work procedures and equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFMB2003 Cut mattress and base fabrics

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers laying out patterns and cutting fabrics ready for construction of mattresses and bases. It includes cutting single or multi-layer fabrics by hand or an automatic method according to specifications and pattern, and applies to fabrics where matching involves naps, direction of pattern and pattern repeats.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Mattress and Base Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|----------------------|-----|---|
| 1 | Plan work operations | 1.1 | Specification sizes are read and interpreted to identify required fabrics, number of items to be cut and required equipment |
| | | 1.2 | Cutting requirements or other instructions are noted and required guides on the cutting table are identified |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Suitable work area is selected, tidied and cleaned of any contaminants |

- 1.5 Appropriate equipment and tools are selected for the fabrics and type of materials
 - 1.6 Scissors and any other cutting equipment appropriate for the fabric are selected and checked prior to use for sharpness, set operation and safe condition
- 2 Prepare materials for cutting
 - 2.1 Fabrics are selected to suit application, and inspected for flaws and appropriate finish
 - 2.2 Naps, direction of pattern, pattern repeat and finished side of the materials are identified
 - 2.3 Fabrics are laid out smooth and square ready for cutting
 - 2.4 Patterns are laid out following work procedures and instructions using location marks on the pattern and other instructions to match specifications
 - 2.5 Measurements are made and appropriate adjustments made
 - 2.6 Tools and equipment are checked for operation
- 3 Complete cutting operations
 - 3.1 Required cutting operations are completed to cut out materials following work instructions
 - 3.2 Cut fabrics are folded, protected and despatched to next process following workplace procedures
 - 3.3 Unused materials are stored as required
 - 3.4 Workplace required documentation is completed and stored following appropriate procedures
 - 3.5 Work area is cleaned and damaged tools tagged as required
 - 3.6 Waste is collected and bundled for recycling/re-use as required
 - 3.7 Tools and equipment are cleaned, maintained and returned to storage area

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• scissors• cutting blades• fabric cutter |
| Materials to be cut include: | <ul style="list-style-type: none">• plain fabric• patterned fabric |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFMB2004B Cut mattress and base fabrics.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFMB2003 Cut mattress and base fabrics

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify materials used and any special cutting requirements, and measure accurately and cut fabrics to required size and accuracy covering at least three (3) different fabric types or pattern styles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Fabric types, common faults and inspection procedures
- Design features of finished mattress and/or base items related to laying out patterns and cutting fabrics
- Work requirements, including workplace standards
- Risks to health from repetitive actions and prevention strategies

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate fabric cutters, scissors and tools, fabrics, work procedures and equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFMB2004 Assemble springs for mattresses

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assembling springs for mattresses and bases. It involves determining the number of springs for size of mattress, type of springs for the application, layout of springs and appropriate assembly procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Mattress and Base Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Plan work operations | 1.1 | Specifications for assembly of springs are confirmed, including the number of springs for size of mattress, type of springs for the application, layout of springs and assembly procedures |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Suitable work area is selected, tidied and cleared of any contaminants |
| | | 1.4 | Appropriate equipment and tools are selected and checked for the required fitting and assembly process |

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| | 1.5 | Specifications for assembly of springs are confirmed |
| 2 | Operate machinery to assemble spring units | |
| | 2.1 | Machine is checked for safe and effective operation |
| | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | 2.3 | Machine start-up procedures are carried out in accordance with manufacturer instructions |
| | 2.4 | Machine is operated in accordance with its designated capacity and purpose, tooling requirements and to manufacturer recommendations |
| | 2.5 | Springs are machine joined in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | 2.6 | Machine operation is monitored to ensure springs are assembled to job specifications and quality requirements |
| | 2.7 | Problems with the required work and/or operation of the machine are identified and reported to the appropriate person |
| 3 | Clean up work area and maintain equipment | |
| | 3.1 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | 3.2 | Materials that can be re-used are collected and stored |
| | 3.3 | Waste and scrap are removed following workplace procedures |
| | 3.4 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | 3.5 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| | 3.6 | Equipment and tooling is maintained in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• long nose pliers• spring coiling machine or spring assembly machine |
| Materials include: | <ul style="list-style-type: none">• coil springs• spiral springs• border wire• stabilising springs• grid wire |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFMB3001B Assemble springs for mattresses.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFMB2004 Assemble springs for mattresses

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Produce and assemble a spring unit using border wire, stabilising springs and coil springs
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards
- Spring assembly procedures, common faults and inspection procedures
- Spring assembly types and their application
- Risks to health from repetitive actions and prevention strategies

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate equipment and tools, springs, work order and equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFMB2005 Make springs for mattresses and bases

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using coiling machines and related tools and materials to produce springs for mattresses and bases and includes determining the type of spring required, spring tension, positioning, wire type and diameter, and coil count.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Mattress and Base Making

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Plan work operations	1.1	Specifications for springs are confirmed, including the type of spring required, spring tension, positioning, wire type and diameter and coil count
		1.2	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work
		1.3	Suitable work area is selected, tidied and cleaned of any contaminants
		1.4	Appropriate equipment and tools are

			selected and checked for the required spring coiling process
2	Operate machinery to make springs	2.1	Machine is checked for safe and effective operation
		2.2	Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
		2.3	Machine start-up procedure is carried out in accordance with manufacturer instructions
		2.4	Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations
		2.5	Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures
		2.6	Machine operation is monitored to ensure springs are produced to job specifications and quality requirements
		2.7	Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons
3	Clean up work area and maintain equipment	3.1	Items that do not meet quality requirements are recycled or discarded according to workplace procedures
		3.2	Material that can be re-used is collected and stored
		3.3	Waste and scrap are removed following workplace procedures
		3.4	Equipment and work area are cleaned and inspected for serviceable

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| | condition in accordance with workplace procedures |
| 3.5 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| 3.6 | Equipment and tooling is maintained in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none"> • spring coiling machine • related tools |
| Materials include: | <ul style="list-style-type: none"> • helical wire |
| Personal protective equipment includes: | <ul style="list-style-type: none"> • that prescribed under legislation, regulations and enterprise policies and practices |

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFMB3002B Make springs for mattresses and bases.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFMB2005 Make springs for mattresses and bases

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Produce the following three (3) types of springs:
 - coil springs
 - spiral springs
 - stabilising springs
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards
- Spring types and characteristics, common faults and inspection procedures
- Types of wire and their application
- Risks to health from repetitive actions and prevention strategies

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate equipment and tools, including a coiling machine, wire, work procedures and equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFMB2006 Set up, operate and maintain a tape edging machine

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining a tape edging machine which uses automated processes to apply and finish edge on mattresses and bases.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Mattress and Base Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|----------------------|-----|--|
| 1 | Plan work operations | 1.1 | Work instructions are used to determine job requirements, including quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed through the work |
| | | 1.3 | Material for processing is selected and inspected for quality |
| | | 1.4 | Machine and the tape holder unit are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |

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| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Complete tape edging | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation, including inputs and outcomes, is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work or the operation of the machine are identified and reported to appropriate persons |
| 4 | Clean up work area and maintain equipment | 4.1 | Material that can be re-used is collected and stored |
| | | 4.2 | Waste and scrap are removed following workplace procedures |
| | | 4.3 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | | 4.4 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| | | 4.5 | Operator maintenance is completed in accordance with manufacturer specifications and site procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tape edging machines include: | <ul style="list-style-type: none">• semi-automated• fully automated |
| Materials to be processed include: | <ul style="list-style-type: none">• plain and patterned quilted fabric• edging tape |
| Operator maintenance includes: | <ul style="list-style-type: none">• the cleaning and refurbishing of the tape edging head unit and tape holder |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFMB3003B Set up, operate and maintain a tape edging machine.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFMB2006 Set up, operate and maintain a tape edging machine

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up and operate a semi-automated or automated tape edging machine and complete:
 - set up and application of at least one(1) edge treatment material
 - identification and correction of at least two (2) real or simulated machining faults
- Conduct operator maintenance on the machine and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of the machines
- Characteristics, uses and limitations of fabric and edging tape
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a semi-automated or automated tape edging machine, including tooling equipment and accuracy devices.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFMB2007 Set up, operate and maintain a quilting machine

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating and maintaining a quilting machine which uses automated processes to apply padding/foam to plain or patterned fabric.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Mattress and Base Making

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------|-----|--|
| 1 | Plan work operations | 1.1 | Work instructions are used to determine job requirements, including quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed through the work |
| | | 1.3 | Material for processing is selected and inspected for quality |
| | | 1.4 | Machine, the thread guides and needles are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |

- | | | | |
|---|---|-----|---|
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Complete the quilting process | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Materials are fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation, including inputs and outcomes, is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedure |
| | | 3.7 | Problems with the required work or the operation of the machine are identified and reported to appropriate persons |
| 4 | Clean up work area and maintain equipment | 4.1 | Material that can be re-used is collected and stored |
| | | 4.2 | Waste and scrap is removed following workplace procedures |
| | | 4.3 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | | 4.4 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| | | 4.5 | Operator maintenance is completed in accordance with manufacturer specifications and site procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Quilting machines include:	<ul style="list-style-type: none">• semi-automated quilting machines• fully automated quilting machines
Material to be processed include:	<ul style="list-style-type: none">• plain or patterned fabrics• padding materials and foam
Operator maintenance includes:	<ul style="list-style-type: none">• cleaning and refurbishing of the quilting needle unit, thread guides, shuttles and loopers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFMB3004B Set up, operate and maintain a quilting machine.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFMB2007 Set up, operate and maintain a quilting machine

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify, set up and operate a semi-automated or automated quilting machine to complete:
 - setting up and applying at least two (2) different fabrics and padding/foam
 - identifying and correcting at least two (2) real or simulated machining faults
 - one cam change
- Conduct operator maintenance on the machines and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of the machines
- Characteristics, uses and limitations of thread, fabric, padding and foam
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a semi-automated or automated quilting machine, including tooling equipment and accuracy devices.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF1001 Frame a simple artwork

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers designing, fabricating components and assembling a simple artwork package. It applies to a VET in Schools or pre-vocational program for new entrants to the furnishing industry. Tools and equipment should be used under supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------------|-----|--|
| 1 | Design artwork package | 1.1 | Artwork to be framed is identified and its qualities and framing requirements assessed |
| | | 1.2 | A provisional design package is developed |
| | | 1.3 | Design is modified as required and approved in accordance with workplace procedures |
| | | 1.4 | Work sequence is planned to suit the job |
| 2 | Cut and join mouldings | 2.1 | Work health safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 2.2 | Tools, equipment and materials required for cutting and joining of mouldings are selected and checked prior to use |

- to ensure that they are appropriate for the work in terms of quality, serviceability and safety
- 2.3 Material is set out for cutting to length according to work instructions and workplace procedures
 - 2.4 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 2.5 Mouldings are cut to length and checked for quality and fit in accordance with workplace practices
 - 2.6 Components are laid out and fixed in preparation for joining according to work instructions and workplace procedures
 - 2.7 Components are joined and checked for quality, alignment and finish according to workplace practices
- 3 Cut mat board
- 3.1 Tools, equipment and materials required for cutting mat board are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety
 - 3.2 Mat board material is set out for cutting according to work instructions and workplace procedures
 - 3.3 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 3.4 Mat boards are cut and checked for quality in accordance with workplace practices
- 4 Cut glass for framing
- 4.1 Tools, equipment and materials required for cutting glass are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety
 - 4.2 Glass is set out for cutting according to work instructions and workplace procedures
 - 4.3 Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications
 - 4.3 Glass is cut and checked for quality in accordance with workplace practices
- 5 Mount artwork
- 5.1 Method of mounting is determined
 - 5.2 Mounting equipment is set up according to operating

		procedures and workplace practice
	5.3	Artwork is positioned on substrate according to job requirements and placed in mounting equipment
	5.4	Mounting equipment is operated in accordance with manufacturer instructions and workplace procedures
	5.5	Assembled artwork is removed from equipment, inspected for quality in accordance with workplace procedures
6	Assemble artwork package	6.1 Fabricated components are cleaned and laid out for assembly in accordance with workplace procedures
	6.2	Artwork is attached to backing material using the selected method
	6.3	Frame components are assembled and adjusted, as required, to fit and fixed in place
	6.4	Frame is fitted over package and the backing is fixed in accordance with workplace procedures
	6.5	Fittings, attachments and hanging aids are attached in accordance with workplace procedures
	6.6	Package is inspected for quality and processed in accordance with workplace procedures
7	Complete work	7.1 Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures
	7.2	Off-cuts and unused materials are collected and stored for re-use or disposed following workplace procedures
	7.3	Waste and scrap materials are dealt with following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work involves reading and interpreting plans, developing set-outs, using hand and power tools, operating basic machinery, applying quality requirements, applying product finishing techniques and materials, and is conducted under supervision and guidance
- Simple artwork includes:**
- flat paper-based artwork not requiring any conservation measures
- Tools and equipment include:**
- guillotines
 - static mounted circular saws
 - drop saws
 - docking saws
 - mitre saws
 - underpinners (V-nailers)
 - screwdrivers
 - hand-operated tools:
 - cutting blades
 - clamps
 - marking out tools
 - mat cutters
 - appropriate mounting tools and equipment
 - flat felt-covered cutting table
 - glass cutters
 - squares
 - tape measures
 - marking pens/pencils
- Materials include:**
- timber
 - touch-up materials
 - glues

Personal protective equipment includes:	<ul style="list-style-type: none">• sandpaper• standard mat board material• appropriate mounting materials• glass• that prescribed under legislation, regulations and enterprise policies:<ul style="list-style-type: none">• gloves• safety glasses• gauntlets• footwear• earmuffs• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF1001B Frame a simple artwork.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF1001 Frame a simple artwork

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Adapt or vary glass and glazing designs
- As a minimum, design, prepare, fabricate and assemble one (1) item of simple artwork
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Design requirements for simple artwork
- Preparation of plans/drawings/set-outs
- Work flow and steps in relation to framing simple artwork
- Identification of hand and basic picture framing processing tools, materials, equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans/designs, picture framing hand tools and/or basic processing machines, equipment, materials and a specified project.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF2001 Use picture framing sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using hand and power tools in applications relating to the picture framing sector of the furnishing industry in small, medium and large businesses.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------------------------|-----|--|
| 1 | Identify hand and power tools | 1.1 | Types of hand and power tools and their functions are identified |
| | | 1.2 | Sources of, and access to, power supply are recognised |
| | | 1.3 | Work health and safety (WHS) requirements for using hand and power tools are recognised and implemented |
| 2 | Select and use appropriate hand tools | 2.1 | Hand tools are selected consistent with needs of the job |
| | | 2.2 | Hand tools are checked for serviceability and safety, and any faults reported to supervisor in accordance with enterprise procedures |

- 2.3 Equipment is selected to hold, position or support material for hand tools application, where applicable
 - 2.4 Material is located and held in position for hand tool application
 - 2.5 Hand tools are safely and effectively used according to their intended purpose
 - 2.6 Hand tools are safely located when not in immediate use
- 3 Select and use appropriate power tools
 - 3.1 Appropriate personal protective equipment is selected, correctly fitted and used
 - 3.2 Power tools are selected consistent with needs of job in accordance with conventional work practice
 - 3.3 Power tools are visually checked for serviceability and safety in accordance with WHS requirements, and any faults reported to supervisor in accordance with enterprise procedures
 - 3.4 Equipment is selected to hold, position or support materials for power tool application, where applicable
 - 3.5 Material is located and held in position for power tool application, where applicable
 - 3.6 Power tools are safely and effectively used in application processes
 - 3.7 Power tools are safely switched and located when not in use
- 4 Clean up work area and tools
 - 4.1 All tools are cleaned, maintained and stored
 - 4.2 Equipment is cleaned, maintained and stored
 - 4.3 Documentation is completed in accordance with enterprise procedures
 - 4.4 Work area is cleaned and waste removed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Hand tools include:

- hand saws
- chisels
- underpinners
- screwdrivers
- marking out tools
- pincers
- pliers (including stretching pliers)
- files
- glass cutters
- squares
- measures
- hammers
- spirit level
- guillotine
- cutting blades
- clamps
- needles
- knives
- scissors

	<ul style="list-style-type: none">• plane• glass pliers• scoring tool• framer's points gun• pressure sensitive adhesive tape dispenser• nail punch• hand-operated mechanical tools, such as the pneumatic V-nailer
Power tools include:	<ul style="list-style-type: none">• power saws (circular)• drop saw• docking and mitre• power drills• guillotine• V-nailers• compressor and air guns, including tackers• staplers• flexi point• hand power saw• power screwdriver
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies:<ul style="list-style-type: none">• gloves• safety glasses• gauntlets• footwear• earmuffs• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF2001B Use picture framing sector hand and power tools.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPPF2001 Use picture framing sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Safely and effectively use hand and power tools required by the picture framing sector in performing tasks for which they are to be used
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow within the workplace
- Workplace safety requirements and WHS legislation
- Function and purpose of hand and power tools used in the workplace

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to picture framing hand and power tools, materials used in the manufacturing and/or processing of picture framing products, and operating procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP2002 Cut mouldings to length

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting frame mouldings to the required length with guillotines, saws or other equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Patterns, work instructions and/or plans are read and interpreted |
| | 1.2 Work health safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 The process for obtaining materials/components and moving completed work to the next process is identified |
| | 1.4 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | 1.5 Cutting equipment components and controls, including emergency stops and guards, are identified |

- | | | | |
|---|---------------------------|-----|---|
| | | 1.6 | Work sequence is planned to suit the job |
| 2 | Conduct cutting operation | 2.1 | Equipment is operated and monitored to ensure correct cut quality, output and that wastage is within allowable limits |
| | | 2.2 | Problems occurring during work operations are identified and reported to appropriate persons |
| | | 2.3 | Authorised changes in working procedures are followed |
| | | 2.4 | Routine lubrication and adjustments for the equipment are completed |
| | | 2.5 | Items which do not meet quality requirements are repaired or discarded |
| | | 2.6 | Finished work is inspected for compliance with work order, workplace requirements and finish |
| 3 | Complete work | 3.1 | Scraps and off-cuts are removed for disposal/recycling as required by workplace procedures |
| | | 3.2 | Work area is cleaned and rubbish disposed of as appropriate |
| | | 3.3 | Workplace documentation is completed as required |
| | | 3.4 | Tools, equipment and unused materials are cleaned and stored following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Patterns and work instructions include:	<ul style="list-style-type: none">• type of moulding to be cut• pattern or plan to be followed• process required to complete work tasks• number of items to be cut and holding area for completed items• equipment settings for the materials that are being cut• required cutting fluids
Framing includes:	<ul style="list-style-type: none">• original artwork• reproductions• photographs• documents• three-dimensional items
Cut mouldings includes:	<ul style="list-style-type: none">• the set up, operation, adjustment and monitoring of equipment used to cut picture frame mouldings
Mouldings include:	<ul style="list-style-type: none">• solid timber• composites• synthetics• metal and alloy extrusion
Machines include:	<ul style="list-style-type: none">• guillotines• static mounted circular saws• drop saws• docking saws• mitre saws
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies:<ul style="list-style-type: none">• gloves• safety glasses• gauntlets• footwear• earmuffs• aprons and overalls
Information and	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and

procedures include:

- equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF2002B Cut mouldings to length.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF2002 Cut mouldings to length

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Cut mouldings for a picture frame (up to 100 mm wide) of each of the following materials:
 - timber (multi-angle and 45 degrees)
 - aluminium (45 degrees)
 - synthetic (45 degrees)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Type, characteristics, uses and limitations of moulding materials
- Types, characteristics and applications of cutting machines and devices
- Types, uses and operation of tools
- Techniques for cutting frame mouldings
- Workplace safety system requirements related to cutting frame mouldings
- Work flow in relation to cutting frame mouldings

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to guillotines, static mounted circular saws, docking saws and mitre saws fitted with appropriate blades, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF2003 Join mouldings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers joining mouldings to form artwork frames.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Patterns, work instructions and/or plans are read and interpreted
		1.2	Work health safety (WHS) requirements relevant to the operation of joining mouldings, including personal protection needs, are observed throughout the work
		1.3	The process for obtaining materials/components and moving completed work to the next process is identified
		1.4	Required components, attachments, tools and equipment are identified
		1.5	Work sequence is planned to suit the job
2	Prepare for frame assembly	2.1	Components of the frame are selected and checked against work instructions for size, number, pattern and finish

- profile
- 2.2 Fixing and joining devices are selected in accordance with work instructions and type of moulding to be joined
 - 2.3 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety
 - 2.4 Shortages/defective items are notified in accordance with workplace practices
- 3 Assemble frame
- 3.1 Components are laid out and joined using a jig (if required) and appropriate fastenings
 - 3.2 Assembled frame is checked for alignment, pattern matching (if appropriate), correct number and fitting of fasteners and other attachments and conformity to work instruction and quality requirements
 - 3.3 Corners are finished in accordance with workplace requirements
 - 3.4 Joined frames are stored according to workplace requirements
- 4 Complete work
- 4.1 Completed frames are inspected for quality, with those not meeting specification being repaired or tagged for further processing or recycling/disposal
 - 4.2 Tools, equipment and unused materials are cleaned and stored following workplace procedures
 - 4.3 Equipment faults are identified, tagged and reported to appropriate personnel
 - 4.4 Work area is cleaned and rubbish disposed of as appropriate
 - 4.5 Workplace documentation is completed as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Patterns and work instructions include:	<ul style="list-style-type: none">• the size of the frames• types of attachments to be used• required materials and tools• quality requirements for the frames• the assembly steps and sequence
Tools and equipment include:	<ul style="list-style-type: none">• underpinners (pneumatic or power V-nailer)• V-nails• drill• nail punch• screwdrivers• touch-up material• glues and finishing tools• files• sandpaper• jigs
Moulding materials include:	<ul style="list-style-type: none">• solid timber• composites• metal and alloy extrusion

- Personal protective equipment includes:**
- synthetics
 - filler
 - putties
 - touch-up pens
 - paints/stains
 - that prescribed under legislation, regulations and enterprise policies:
 - gloves
 - safety glasses
 - gauntlets
 - footwear
 - earmuffs
 - aprons and overalls
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF2003B Join mouldings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF2003 Join mouldings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Join each of the following frames (at least one of them being a multi-angle frame) up to a width of 100 mm:
 - synthetic
 - timber
 - aluminium
 - and each in the following profiles:
 - flat
 - traditional
 - reverse
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Type, characteristics, uses and limitations of moulding materials
- Workplace safety system requirements related to joining picture frame mouldings
- Work flow in relation to frame production
- Operation of tools and equipment used in the assembly process
- Identification of equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to timber, metal or synthetic mouldings, frame components, consumables and workplace procedures.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP2004 Mount artwork

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers mounting artwork to substrates prior to framing. It includes dry and wet mounting, pressure rolling, laminating and hinging of artwork.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Artwork is assessed to determine the most appropriate mounting process, including the composition of substrate and fixing materials |
| | 1.2 Work requirements are identified from drawings/specifications/instructions and/or workplace practices |
| | 1.3 Quality assurance requirements are identified and observed throughout the process in accordance with industry standards and workplace practices |
| | 1.4 Work health safety (WHS) requirements, including personal protection needs, are observed throughout the work |

- 1.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety
 - 1.6 Materials required are cut to size and assembled to industry standard and workplace procedures
 - 1.7 Fixing agents are positioned in accordance with workplace procedures
- 2 Dry mount artwork
 - 2.1 Mounting equipment is set up according to operating procedures and workplace practices
 - 2.2 Artwork is positioned on substrate according to job requirements and placed in mounting press
 - 2.3 Mounting press is operated in accordance with manufacturer instructions, ensuring correct mounting temperature and/or pressing period
 - 2.4 Assembled artwork is removed from press, inspected for quality and stored in accordance with workplace procedures
- 3 Wet mount artwork
 - 3.1 Mounting equipment is set up according to operating procedures and workplace practices
 - 3.2 Selected adhesive is prepared and applied to the substrate with regard for the type and composition of artwork to be mounted
 - 3.3 Artwork is wet mounted to substrate according to job requirements and placed in vacuum press
 - 3.4 Mounting press is operated in accordance with manufacturer instructions, ensuring correct pressing period
 - 3.5 Assembled artwork is removed from press, inspected for quality and stored in accordance with workplace procedures
- 4 Pressure roller mount artwork
 - 4.1 Rolling equipment is set up according to manufacturer instructions and workplace practices
 - 4.2 Artwork is laminated using cold film in accordance with job requirements and workplace practices
 - 4.3 Assembled artwork is inspected for quality and stored in accordance with workplace procedures

- | | | | |
|---|----------------------------|-----|---|
| 5 | Laminate artwork | 5.1 | Laminating equipment is set up according to manufacturer instructions and workplace practices |
| | | 5.2 | Artwork is laminated in accordance with job requirements and workplace practices |
| | | 5.3 | Laminated artwork is inspected for quality and stored in accordance with workplace procedures |
| 6 | Hinge artwork to substrate | 6.1 | Hinging paper/pre-made hinging tape is assessed for compliance with job requirements |
| | | 6.2 | Starch paste is mixed to correct consistency and applied in conformance with workplace practices |
| | | 6.3 | Hinging paper is torn and fixed to artwork and substrate in accordance with workplace procedures |
| | | 6.4 | Hinged artwork is inspected for quality and positioned for further processing in accordance with workplace procedures |
| 7 | Complete work | 7.1 | Defective work is reported in accordance with workplace procedures |
| | | 7.2 | Scraps and off-cuts are removed for disposal/recycling as required by workplace procedures |
| | | 7.3 | Equipment and work area are cleaned in accordance with workplace procedures |
| | | 7.4 | Workplace documentation is completed as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Framing items includes:**
- dry mounting original paper-based artwork
 - reproduction artwork
 - photographs
 - photographic reproductions
 - documents
 - posters
 - wet mounting/laminating reproduction artwork and promotional materials
- Mounting artwork includes:**
- dry mounting paper-based artwork using heat press and cold press
 - wet mounting paper and canvas-based artwork using adhesives and vacuum press
 - laminating paper-based artwork using pressure roller or laminating equipment
 - hinging, prefabricated or custom made
- Tools and equipment include:**
- for dry mounting:
 - hard bed heat press
 - soft bed heat press
 - tacking iron
 - piercing tool
 - cutting blades
 - measuring tapes and marking out tools
 - overlay effect sheets
 - silicone release paper
 - Teflon and foam plastic blankets
 - for wet mounting:
 - vacuum press
 - cutting blades
 - measuring tapes and marking out tools
 - scrapers

	<ul style="list-style-type: none"> • glue/adhesive applicators (rollers and spray guns) • for pressure mounting: <ul style="list-style-type: none"> • pressure rolling equipment • cold film • for laminating: <ul style="list-style-type: none"> • cold roller laminator • laminating equipment • cutting blades • measuring tapes and marking out tools • for hinging: <ul style="list-style-type: none"> • straight edge • thin brush • weight bags • mixing vessel and swizzle • steam generator • microwave oven
Dry mounting materials include:	<ul style="list-style-type: none"> • medium density fibreboard (MDF) • foam core • screen board • mat board • heat and pressure sensitive films and tissues
Wet mounting materials include:	<ul style="list-style-type: none"> • MDF • foam core • screen board and glues • adhesives
Laminating materials include:	<ul style="list-style-type: none"> • plastic film
Hinging materials include:	<ul style="list-style-type: none"> • hinging paper (mulberry paper and rice paper) • pre-made hinging tape • wheat starch • distilled water and methyl cellulose
Defects in artwork include:	<ul style="list-style-type: none"> • lumps and bumps • adhesive migration • misalignment and use of incorrect adhesive
Adhesives include:	<ul style="list-style-type: none"> • ethyl vinyl adhesive (EVA) • poly vinyl adhesive (PVA) • starch paste • heat and pressure sensitive tissues and films
Personal protective	<ul style="list-style-type: none"> • that prescribed under legislation, regulations and enterprise policies

equipment includes:**Information and
procedures include:**

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

Unit Mapping Information

Supersedes and is equivalent to LMFPF2004B Mount artwork.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF2004 Mount artwork

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Mount at least one (1) item of artwork in each form of mounting:
 - wet
 - dry
 - laminating
 - pressure roller
 - hinging
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Type, characteristics, uses and limitations of the various methods of mounting artwork
- Techniques, method, equipment and materials used to mount artwork
- Types of artwork suitable for the various techniques of mounting artwork and the characteristics and interactions between the materials used
- Quality and aesthetic requirements in mounting artwork
- Workplace safety system requirements related to mounting artwork
- Work flow in relation to mounting artwork
- Awareness of the effect of the mounting process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate mounting and/or laminating equipment for the technique being assessed, artwork and consumables.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF2005 Cut mat boards

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting out simple mat boards by hand and manual or computerised cutting machines for the mounting of artwork.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------|-----|---|
| 1 | Prepare for cutting | 1.1 | Patterns, dimensions, materials and quantities are identified from work/job instructions |
| | | 1.2 | Work health safety (WHS) requirements relevant to the operation of cutting basic mat boards, including personal protection needs, are observed throughout the work |
| | | 1.3 | The process for obtaining materials/components and moving completed work to the next process is identified |
| | | 1.4 | Work area, tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | | 1.5 | Appropriate mat cutting machines are selected for the required cut and suitable blades are selected, fitted and |

- adjusted for angled, circular or oval cuts
- 1.6 Cutting equipment components, controls and clamping systems are set
 - 1.7 Board material is selected following work order or specification and laid out to meet requirements and minimise waste
 - 1.8 Work sequence is planned to suit the job
- 2 Conduct cutting operation
- 2.1 Mat board is located on machine and clamped
 - 2.2 Equipment is operated and monitored to ensure correct cut quality, output and that wastage is within allowable limits
 - 2.3 Problems occurring during work operations are identified and reported to appropriate persons
 - 2.4 Routine equipment adjustments are completed
 - 2.5 Items which do not meet quality requirements are repaired or discarded
 - 2.6 Finished work is inspected for compliance against specification or work order, workplace requirements and finish
- 3 Complete work
- 3.1 Mat boards are marked for identification and stored following workplace procedures
 - 3.2 Scraps and off-cuts are removed for disposal/recycling as required by workplace procedures
 - 3.3 Work area is cleaned and rubbish disposed of as appropriate
 - 3.4 Workplace documentation is completed as required
 - 3.5 Tools, equipment and unused materials are cleaned, stored and stock levels reported following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Cut mat boards includes: | <ul style="list-style-type: none">• cutting of mat boards by hand or machine according to required shape in straight line or oval with bevel cuts for the mounting of artwork |
| Machines include: | <ul style="list-style-type: none">• straight line mat cutters• circle/oval mat cutters• manual, wall-mounted, pneumatic or computerised, and use interchangeable cutting heads |
| Tools and equipment include: | <ul style="list-style-type: none">• hand-operated tools:<ul style="list-style-type: none">• cutting blades• clamps• marking out tools• application equipment• manual and computerised mat cutters |
| Materials include: | <ul style="list-style-type: none">• mat boards and various forms of artwork, which may made be of:<ul style="list-style-type: none">• paper pulp• rag/cotton pulp or alpha cellulose pulp board• finishes: |

- suede
 - plain
 - cotton or metallic
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF2005B Cut mat boards.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF2005 Cut mat boards

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Cut mat boards by hand and machines, including computerised mat board cutting equipment, to cut:
 - single and double ovals and squares
 - multiple hole and reverse bevels in each of 2 ply, 4 ply and 8 ply up to 1524 x 1017 mm
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Type, characteristics, uses and limitations of mat board materials
- Work flow in relation to the cutting and storing of mat boards
- Types, characteristics and operation of manual and computerised mat cutting machines
- Identification of equipment, processes and procedures
- Workplace safety system requirements related to cutting mat boards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to manual and computerised mat cutting equipment, mat boards and work orders.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF2006 Cut and handle glazing materials for framing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting and handling glazing materials, including acrylic sheet, for picture and mirror frames.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|---|
| 1 Identify work requirements | <div style="margin-left: 20px;">1.1 Work requirements, including materials, types of cuts and quantities required, are identified from work instructions or job order in accordance with workplace procedures</div> <div style="margin-left: 20px;">1.2 Work health safety (WHS) requirements, including personal protection needs, are observed throughout the work</div> <div style="margin-left: 20px;">1.3 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition</div> <div style="margin-left: 20px;">1.4 Cutting list and quality standards are determined and procedures identified in accordance with workplace requirements</div> |
|-------------------------------------|---|

- 1.5 Glazing material to be cut is selected using information from the work order, including type, thickness, colour and dimensions
 - 1.6 Machines, equipment and settings required to perform the work are identified
- 2 Prepare for work
 - 2.1 Sequence of work is planned to ensure cutting is conducted in a logical order
 - 2.2 Suitable cutting and lubrication methods are selected
 - 2.3 Cutting table is selected and work surface is cleared of debris and dust
 - 2.4 Work area is cleared of obstructions and potential hazards
 - 2.5 Glazing material is checked for imperfections and damage prior to handling
 - 2.6 Glazing material to be processed is located in the work area using correct manual handling procedures and any specialised handling techniques and precautions, observing any labelling instructions
 - 2.7 Glazing material is measured accurately to minimise waste and within specified tolerances according to workplace standards
 - 2.8 Components and controls of machines, including emergency stops and guards, are identified and tested for working order
- 3 Cut glazing materials
 - 3.1 Tools and equipment are operated and monitored in accordance with manufacturer instructions and workplace procedures to ensure correct product quality and output
 - 3.2 Glazing material is processed to required standard in accordance with job order, work instructions and procedures, including the performance of routine lubrication and adjustments of machines/equipment
 - 3.3 Problems occurring during work operations are identified and reported to appropriate persons
 - 3.4 Authorised changes in working procedures are followed
- 4 Complete work
 - 4.1 Completed product is inspected for quality of work and repaired, reprocessed or discarded in accordance with

- workplace procedures
- 4.2 Cut glazing material is labelled and stored following workplace procedures
 - 4.3 Scraps and off-cuts are removed for disposal/recycling as required
 - 4.4 Work area is cleaned and rubbish disposed of as appropriate
 - 4.5 Workplace documentation is completed as required
 - 4.6 Tools, equipment and unused materials are removed and stored appropriately

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Glazing materials include:**
- plain sheet glass
 - speciality glass
 - non-glare glass

	<ul style="list-style-type: none">• UV clear glass• UV non-glare glass• sheet acrylic• conservation acrylic• mirrors
Tools and equipment include:	<ul style="list-style-type: none">• flat felt-covered cutting tables• tungsten wheel glass cutters• wall-mounted glass cutters• saws• scoring tools• speed cutters• T-squares or L-squares• tape measures• marking pens or chinagraph pencils• templates• lubricants
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies:<ul style="list-style-type: none">• gloves• safety glasses• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF2006B Cut and handle glazing materials for framing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF2006 Cut and handle glazing materials for framing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Set up, prepare for and cut glazing materials:
 - cut three (3) pieces of glass to within .05 mm tolerance
 - cut three (3) pieces of acrylic to within .05 mm tolerance
 - cut two (2) pieces of oval glass to within 1.5 mm tolerance
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glazing materials, including the hazards and handling requirements
- Identification of glazing material cutting equipment, functions and procedures
- Set-up and operation of glazing material cutting equipment, including procedures for reporting product defects or equipment faults
- Workplace safety system requirements related to the cutting of glazing materials
- Work flow in relation to the cutting of glazing materials

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to glazing material, cutting equipment, table, work area, work orders and appropriate safety and personal protection equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPF2007 Assemble a basic artwork package

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying, gathering and assembling all picture frame components required to complete the basic framing of artwork.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for assembly	1.1	Packages to be assembled are identified from work orders/instructions/customer requirements
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Safe and suitable work areas are selected to assemble package
		1.4	Specifications of artwork to be framed are identified, including any special requirements
		1.5	Components, fittings and attachments required for the package, and their source, are identified

- | | | | |
|---|------------------|-----|--|
| | | 1.6 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | | 1.7 | Work sequence is planned to suit the job |
| 2 | Assemble package | 2.1 | Components of the package are inspected for flaws/faults and, if located, repaired or returned in accordance with industry standards and workplace procedures |
| | | 2.2 | Components are cleaned and laid out for assembly in accordance with workplace procedures |
| | | 2.3 | Artwork is attached to backing material using the selected method |
| | | 2.4 | Frame components are assembled and adjusted, as required, to fit and fixed in place |
| | | 2.5 | Frame is fitted over package and the backing is fixed in accordance with workplace procedures |
| | | 2.6 | Fittings, attachments and hanging aids are attached in accordance with workplace procedures |
| | | 2.7 | Package is inspected for quality and either labelled and stored or returned for re-assembly in accordance with workplace procedures |
| 3 | Complete work | 3.1 | Work area is cleaned and rubbish disposed of as appropriate |
| | | 3.2 | Workplace documentation is completed as required |
| | | 3.3 | Tools, equipment and unused materials are cleaned and stored following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Unit scope includes:	<ul style="list-style-type: none">• basic artwork that is simple, 2-D, flat artwork requiring a simple, single frame
Artwork package includes:	<ul style="list-style-type: none">• artwork• mount• mat board• frame• glass/acrylic• backing• fittings• attachments (including hanging attachments)
Tools and equipment include:	<ul style="list-style-type: none">• staple guns• screwdrivers• air blower• staple lifter
Materials include:	<ul style="list-style-type: none">• timber• metal/alloys• paper• cardboard• laminates• composites• adhesives• cleaning agents• nails• tacks• tapes
Personal protective	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise

equipment includes:

policies

**Information and
procedures include:**

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

Unit Mapping Information

Supersedes and is equivalent to LMFPF2007B Assemble artwork package (basic).

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPP2007 Assemble a basic artwork package

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assemble three (3) artwork packages given a range of components and specifications
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to assembly of artwork package
- Identification of materials, components, equipment, processes and procedures appropriate for assembling artwork packages
- Construction techniques and processes for the components of the artwork packages
- Industry standards and workplace practices in the assembly of simple artwork packages
- Effects of assembly process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials and deadlines.
- Access is required to artwork, components of artwork package and work instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPF2008 Recognise and repair finishes of framing materials

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers recognising finishes and effecting repairs to damaged framing materials.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	The composition and finish of damaged framing materials is identified and viability/feasibility of effecting repair determined
		1.2	Repairs to be effected are identified from work/job instructions or as a result of inspection of framing materials
		1.3	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.4	Repair requirements and procedures are identified from drawings/specifications and workplace procedures
		1.5	Work sequence is planned to suit the job

		1.6	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety
2	Repair framing materials	2.1	Fillers and abrasive agents are used to remove/fill holes and other blemishes in materials
		2.2	Other defects are repaired in accordance with workplace procedures
		2.3	Colours are matched to suit existing finish of materials
		2.4	Finishes are applied to materials in accordance with workplace procedures
		2.5	Problems occurring during repairs are identified and reported to appropriate persons
		2.6	Repaired material is inspected to ensure best possible match to existing finish and either stored, returned for further repair or scrapped in accordance with workplace procedures
3	Complete work	3.1	Work area is cleaned and rubbish disposed of as appropriate
		3.2	Workplace documentation is completed as required
		3.3	Tools, equipment and unused materials are cleaned and stored following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Framing materials include:	<ul style="list-style-type: none">• picture frame mouldings• mat boards• perspex• glass• mirrors
Mouldings include:	<ul style="list-style-type: none">• solid timber• composites• metal and alloy extrusions• synthetics
Defects in framing materials include:	<ul style="list-style-type: none">• nail/pin holes• splits and cracks• worn finishes and dents/bruises <p>(defects may occur in mouldings or existing frames)</p>
Finishes include:	<ul style="list-style-type: none">• painted surfaces• schalag metal• gesso• gold leaf gilding• shellac and stained finish
Repair processes include:	<ul style="list-style-type: none">• filling• rectification of dents and bruises• replacement of damaged components and touch-up colour/finish <p>(repairs may be effected in new materials or existing frames)</p>
Tools and equipment include:	<ul style="list-style-type: none">• hammers• planes• chisels• filler blades• brushes and clamps• sanders
Personal protective	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise

equipment includes:

policies:

- safety glasses
- safety footwear
- ear protection
- dust mask/respirator

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFPF2008B Recognise and repair finishes of framing materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF2008 Recognise and repair finishes of framing materials

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify the finish and effect the repair of at least five (5) different damaged items of picture framing materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Type, characteristics, uses and limitations of framing materials
- The nature of defects in the finish of framing materials and their method of repair
- Types, uses and operation of tools and equipment
- Finishes to framing materials and colour matching
- Workplace safety system requirements related to repairing finishes to framing materials
- Work flow in relation to repair of framing material finishes

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to framing materials requiring repair and consumables for filling and finishing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF3001 De-frame artwork

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers dismantling and removing the frame from artwork, including memorabilia, and analysing its documentation and taking client instructions before undertaking the work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Work instructions and discussion with the client are used to identify the reasons for de-framing the item, and parts of the framed item or the original framing materials that are to be retained |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Frame is examined to identify its composition, condition and type of construction, production techniques, fixing and fasteners used and de-framing and restoration procedures |
| | | 1.4 | Tools and equipment are selected to match construction and fastener type and checked prior to use to ensure that |

- they are appropriate for the work in terms of quality, serviceability and safety
- 1.5 Safe and suitable work area is selected/prepared to de-frame, sort and protect the items
 - 1.6 Dismantling sequence and handling techniques are determined
- 2 De-frame artwork
- 2.1 Original frame assembly is dismantled to the extent required in the work instructions using appropriate tools and procedures
 - 2.2 Labels, fasteners and attachments are removed and stored
 - 2.3 Components are separated, protected, tagged and stored following workplace procedures
 - 2.4 Condition of de-framed object is examined and noted for the work order
 - 2.5 Relevant historical information is collated and filed
- 3 Clean work area and complete operations
- 3.1 Equipment is cleaned, inspected for serviceable condition and stored appropriately
 - 3.2 Equipment faults are identified, tagged and reported to appropriate personnel
 - 3.3 Work area is cleaned and rubbish disposed of as appropriate
 - 3.4 Workplace documentation is completed as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Artwork for de-framing includes:	<ul style="list-style-type: none">• original artwork• reproductions• photographs• documents• three-dimensional items• textiles• paper-based artwork• canvas artwork
De-framing artwork includes:	<ul style="list-style-type: none">• removing the frame from artwork for the purposes of repair, restoration or re-framing
Mounting methods include:	<ul style="list-style-type: none">• hinging• lacing and direct mounting
Frame construction includes:	<ul style="list-style-type: none">• timber• metal/alloys extrusion• composite construction and other frame material• paper• cardboard• fabric• mat board• backing material• glass/acrylic
Documentation includes:	<ul style="list-style-type: none">• clearly recording for reference as frame is disassembled all relevant materials and their positioning
Tools and equipment include:	<ul style="list-style-type: none">• hand-operated tools• cutting blades• screwdrivers• pincers• pliers and marking out tools

Materials include:

- timber
- metal/alloys
- paper
- cardboard
- laminates
- composites
- adhesives
- artwork

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFPF3001B Deframe artwork.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3001 De-frame artwork

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- De-frame and document five (5) items of two and/or three-dimensional framed artwork of various media and ages
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to dismantling frames
- Artwork conservation techniques
- Identification of materials, equipment, processes and procedures appropriate for de-framing artwork
- Frame construction techniques and processes for constructing frame packages
- Types, uses and operation of tools used to de-frame artwork
- Workplace safety system requirements related to de-framing artwork
- Effects of the de-framing process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to artwork for dismantling and work/client instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP3002 Decorate mat boards

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers decorating mat boards by hand, including use of specialty cutting, line inking, colour washing and marble papers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Required work is identified from work order/instructions |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Tools and equipment are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | 1.4 Appropriate mat cutting machines are selected for specialty decorative cutting |
| | 1.5 Decorative inks, paints and application equipment are selected to match work order |

- | | | | |
|---|---------------------|-----|---|
| | | 1.6 | Safe and suitable work area is selected/prepared |
| | | 1.7 | Board material is selected and laid out to meet work requirements and minimise waste |
| 2 | Decorate mat boards | 2.1 | Mat board is decorated following the requirements of the work order and to maximise the presentation of the artwork |
| | | 2.2 | Decoration is checked against specification or work order |
| | | 2.3 | Decorated boards are marked for identification and stored following workplace procedures |
| 3 | Complete work | 3.1 | Unused materials are stored or recycled as required |
| | | 3.2 | Tools and equipment are cleaned and stored following workplace procedures |
| | | 3.3 | Work area is cleaned and rubbish disposed of as appropriate |
| | | 3.4 | Workplace documentation is completed as required |
| | | 3.5 | Stock level of materials are reported or maintained following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent

	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• hand-operated tools:<ul style="list-style-type: none">• cutting blades• hand cutters• marking out tools• application equipment (pens and brushes)• machinery:<ul style="list-style-type: none">• manual and computerised mat cutters
Materials include:	<ul style="list-style-type: none">• mat board• inks• paints and paper
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF3002B Decorate mat boards.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3002 Decorate mat boards

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- On any size mat boards:
 - cut V groove
 - cut mat with decorative corners
 - apply wash panels/lines
 - apply decorative transfers
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics and applications of cutting machines and mat board decorating techniques
- Operation of mat cutters, lettering and line drawing guides and colouring application
- Identification of equipment, processes and procedures
- Work flow in relation to the decoration and storing of mat boards
- Workplace safety system requirements related to decorating mat boards

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to mat cutting equipment, inks, paints and application equipment, mat boards and work orders.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF3003 Set up and operate computer numerically controlled (CNC) machines for picture framing work

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up and operating CNC machines used in the production of picture frame components, such as mat boards and frame mouldings, and the joining of frames.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for work	<div><div>1.1</div><div>Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities</div></div> <div><div>1.2</div><div>Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work</div></div> <div><div>1.3</div><div>Determine appropriate CNC program and settings</div></div> <div><div>1.4</div><div>Material for machining is selected and inspected for appropriate quality</div></div> <div><div>1.5</div><div>Machines, cutting tools and jigs are checked for safe and</div></div>

		effective operation
	1.6	Procedures are determined for minimising waste material and for maximising energy efficiency while completing the job
	1.7	Safety equipment, including emergency stops, gauges, guards and controls, are checked
	1.8	Personal protective equipment is selected and used according to WHS procedures
2	Set up machines	
	2.1	CNC program is set to job requirements
	2.2	Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
	2.3	Trial runs are conducted to check machine operation and quality of finished work
	2.4	Final adjustments are made to CNC programs and equipment according to workplace procedures
3	Operate machine	
	3.1	Machines are operated and monitored to ensure product quality and output
	3.2	Waste quantities are checked and minimised
	3.3	Problems with the required work are identified and reported to appropriate persons
	3.4	Any authorised changes in working procedures are followed
	3.5	Daily routine lubrication and adjustments for the equipment are completed
4	Complete work and maintain equipment	
	4.1	Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures
	4.2	Material that can be reused is collected and stored
	4.3	Waste and scrap are removed following workplace procedures
	4.4	Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures

- 4.5 Unserviceable equipment is tagged and faults identified in accordance with workplace
- 4.6 Equipment and tooling are maintained in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| CNC machines include: | <ul style="list-style-type: none">• CNC mat cutting machines• CNC mitre saws• CNC V-nailers |
| Materials machined include: | <ul style="list-style-type: none">• mat boards• solid timber• composites• metal and alloy extrusion• synthetics |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies |

**Information and
procedures include:**

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

Unit Mapping Information

Supersedes and is equivalent to LMFPF3003B Set up and operate CNC machines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3003 Set up and operate computer numerically controlled (CNC) machines for picture framing work

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Set up and operate in flat, traditional and reverse profiles (all 3), either:
 - a CNC mat board cutter in cutting the following patterns:
 - single and double
 - regular, oval, custom/regular
 - multi-holed

OR

CNC mitre saws and CNC V-nailers to cut and join the following frames (at least one of them being a multi-angle frame) up to a width of 100 mm

- synthetic
- timber
- aluminium
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to the operation of CNC machines

- Identification of machines, processes and procedures
- Procedures for reporting materials, product or equipment faults
- Characteristics of materials used and uses of products produced
- Workplace safety system requirements related to the operation of CNC machines

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to CNC machines, standard operating procedures and unprocessed materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP3004 Prepare textiles for framing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and mounting textiles for framing and includes lacing, couching, blocking, stretching and straining of textiles and stitching to backing of textiles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Type of fabric used in textile is identified and work requirements established |
| | | 1.2 | Quality assurance requirements are identified and observed throughout the process in accordance with industry standards and workplace practice |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Textile is analysed to ensure its compatibility with the mounting process, including the type of mounting and the composition of the substrate material |

- | | | |
|---|-------------------------|---|
| | 1.5 | Work requirements are confirmed from drawing/specifications/instructions and workplace procedures to ensure they are within workplace capability |
| | 1.6 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| 2 | Lace textiles | |
| | 2.1 | Textile is laced into position on compatible backing according to industry practice and workplace procedures to be free of creases and overstretching marks and showing correct proportioning of images |
| | 2.2 | Laced textile is inspected for quality and either stored or, if faulty, is reprocessed in accordance with work procedures |
| 3 | Couch textiles | |
| | 3.1 | Textile is couched into position on compatible backing/mounting fabric according to industry practice and workplace procedures to be free of creases and overstretching marks and showing correct proportioning of images |
| | 3.2 | Couched textile is inspected for quality and either stored or reprocessed in accordance with work procedures |
| 4 | Stretch/strain textiles | |
| | 4.1 | Stretching or straining frame selected appropriate for material being prepared |
| | 4.2 | Textile is stretched/strained into position according to industry practice and workplace procedures to be free of creases and overstretching marks and showing correct proportioning of images |
| | 4.3 | Stretched/strained textile is inspected for quality and either stored or reprocessed in accordance with work procedures |
| 5 | Stitch textiles | |
| | 5.1 | Textile is stitched into specified position onto compatible backing/mounting board according to workplace procedures |
| | 5.2 | Stitched textile is padded if required in accordance with workplace procedures |
| | 5.3 | Stitched textile is inspected for quality and either stored or reprocessed in accordance with work procedures |
| 6 | Block textiles | |
| | 6.1 | Blocking process is identified according to type, composition and condition of textile according to workplace procedures |

- | | | |
|---|---------------|--|
| | 6.2 | Blocking process is used to return textile back into required position prior to lacing, couching or stretching/straining |
| | 6.3 | Textile is inspected for quality and either stored or reprocessed in accordance with work procedures |
| 7 | Complete work | |
| | 7.1 | Defective work is reported in accordance with workplace procedures |
| | 7.2 | Scraps and off-cuts are removed for disposal/recycling as required by workplace procedures |
| | 7.3 | Equipment and work area are cleaned in accordance with workplace procedures |
| | 7.4 | Workplace documentation is completed as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Textiles include: | <ul style="list-style-type: none">• painted canvas• weavings |

	<ul style="list-style-type: none">• tapestries• cross-stitch• applique• silk work• clothing items
Types of fabric include:	<ul style="list-style-type: none">• cotton• wool• nylon• silk
Tools and equipment include:	<ul style="list-style-type: none">• needle• stretching pliers• measuring tape• stapler
Materials include:	<ul style="list-style-type: none">• timber• compatible substrates• thread• foam core• composites
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF3004B Prepare textiles for framing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3004 Prepare textiles for framing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Using the five (5) preparation techniques, prepare representative items from each of the following textiles for framing:
 - canvas works, including paintings and tapestries
 - needle art, including cross-stitch, applique, long stitch and embroidery
 - items of clothing
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Type, characteristics, uses and limitations of the various methods of preparing textiles for framing
- Techniques, method, equipment and materials used to prepare textiles for framing
- Quality and aesthetic requirements in preparing textiles for framing
- Workplace safety system requirements related to preparing textiles for framing
- Work flow in relation to preparing textiles for framing
- Understand the effect of this process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate textile mounting equipment for the technique being assessed and textiles for framing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP3005 Recognise and handle artwork for framing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers recognising and appropriately handling various types of artwork and frame design to determine appropriate conservation and framing techniques to ensure its artistic/historic significance is maintained/enhanced. It includes determining suitable storage requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|-------------------|-----|--|
| 1 | Recognise artwork | 1.1 | Customer requirements relating to the artwork are determined |
| | | 1.2 | Work area is cleaned and prepared to handle artwork in accordance with workplace standards |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Workplace quality assurance requirements are recognised and adhered to throughout the work |
| | | 1.5 | Tools, equipment and materials are selected and checked |

		prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety
	1.6	Artwork is handled in accordance with industry recognised handling methods and workplace procedures
	1.7	Artwork is examined to identify the period of artwork, its composition and any historic, monetary or sentimental value
	1.8	Category of artwork is recognised to inform the selection of appropriate framing techniques
2	Identify restoration/conservation requirements	2.1 Customer requirements relating to the artwork are confirmed and framing liabilities and obligations assessed
		2.2 Artwork is examined to identify the quality, value and appropriate handling techniques and requirements
		2.3 Artwork composition and production techniques and any restoration or conservation required are determined
		2.4 Compatibility of mounting processes, including type of mounting and composition of substrate material, is assessed
		2.5 Method of restoration/conservation, including techniques and materials, is identified, including the need for any specialised expertise
		2.6 Artwork for restoration/conservation is stored to prevent loss or damage in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Recognise artwork includes: | <ul style="list-style-type: none">• identification of all forms of artwork in order to determine appropriate presentation and/or restoration and conservation techniques |
| Artworks include: | <ul style="list-style-type: none">• original works of art (oil and watercolour)• original prints• reproductions• needlework• textiles• photographs• certificates• memorabilia (including 3-D objects) |
| Damage to artwork includes: | <ul style="list-style-type: none">• light• temperature• humidity• physical damage• insects• pollution |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFPF3005B Recognise and handle artwork for framing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3005 Recognise and handle artwork for framing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Recognise from five (5) items of artwork representing various media, including:
 - era
 - artwork medium and material
 - any historical/monetary/sentimental significance
 - handling and storage requirements
 - impact on techniques
 - materials to be used for framing
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Liabilities and obligations relating to framing artwork
- Framing materials and techniques
- Materials used in artworks
- Chemical reactions between artworks and framing materials
- Restoration/conservation techniques for artwork and frames
- Operation requirements of equipment and work systems in work area
- Assess effects of this process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to historical information and artwork for conservation framing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP3006 Prepare design requirements for framing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying the elements and principles of design to select the correct framing of artwork to maintain/enhance its historic, sentimental or monetary value.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------------------|--|
| 1 Identify design requirements | 1.1 Customer requirements relating to the artwork are determined |
| | 1.2 Work area is cleaned and prepared to handle artwork in accordance with workplace standards |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Workplace quality assurance requirements are recognised and adhered to throughout the work |
| | 1.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |

- | | | |
|---|----------------------|---|
| | 1.6 | Artwork is handled in accordance with industry recognised handling methods and workplace procedures |
| | 1.7 | Artwork is assessed for colour qualities to identify primary, secondary, tertiary, harmonic and contrasting colours by colour wheel and the aesthetic/mood evoking nature |
| | 1.8 | Artwork is assessed against the elements and principles of design and their impact on preservation/restoration and framing selection determined |
| 2 | Develop frame design | |
| | 2.1 | Customer requirements for framing are identified and framing liabilities and obligations assessed |
| | 2.2 | Historical, sentimental or monetary value of artwork ascertained through examination, research and/or consultation with customer |
| | 2.3 | Artwork is assessed to identify any preservation/restoration work required and impact on frame design |
| | 2.4 | Compatibility of framing materials with the artwork is determined from manufacturer and industry information |
| | 2.5 | Principles of colour design are applied to select mat and framing materials to complement artwork |
| | 2.6 | Design package is developed for presentation and discussion with customer |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Framing design includes:	<ul style="list-style-type: none">• the requirement to consider the elements and principles of design to maintain/enhance the aesthetic and historical significance of artwork• consideration of customer requirements
Elements of design include:	<ul style="list-style-type: none">• line• direction• shape• size• texture• value• colour
Principles of design include:	<ul style="list-style-type: none">• repetition• alteration• harmony• graduation• contrast (or opposition or conflict)• dominance• unity• balance
Influences on compatibility of frame design include:	<ul style="list-style-type: none">• frame package design to suit required level of preservation• framing style to match image quality and aesthetic value• mouldings, fittings and attachments to suit framing and hanging requirements
Artwork includes:	<ul style="list-style-type: none">• original works of art• original prints• reproductions• needlework• textiles• photographs• certificates and memorabilia (including 3-D objects)
Damage to artwork	<ul style="list-style-type: none">• light• temperature

includes:	<ul style="list-style-type: none">• humidity• physical damage• insects• pollution
Mounting methods include:	<ul style="list-style-type: none">• hinging• supports• lacing• stretching and direct mounting
Frame constructions include:	<ul style="list-style-type: none">• timber• metal/alloy extrusion• composite construction and other framing material, such as paper/cardboard/fabric mat board• backing materials• acrylic and glass
Tools and equipment include:	<ul style="list-style-type: none">• material samples• measuring tools• layout table
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF3006B Prepare design requirements for framing.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3006 Prepare design requirements for framing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare the design requirements for the framing of five (5) items of artwork of various media and ages
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Major categories of art media
- Liabilities and obligations relating to framing artwork
- Framing materials and techniques
- Elements and principles of design
- Principles and the qualities/influence of colour
- Materials used in artworks
- Chemical reactions between artworks and framing materials
- Restoration/preservation techniques for artwork and frames
- Operation requirements of equipment and work systems in work area
- Impact of the design process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to historical information, manufacturer information, colour wheel and artwork requiring framing design.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF3007 Apply frame finishes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying surface coatings to picture frames.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work to be completed is identified from work order/instruction
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	The process for obtaining materials/components and moving completed work to the next process is identified
		1.4	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the finishing task in terms of quality, serviceability and safety
		1.5	Appropriately ventilated area, including fume extraction system (if appropriate) is prepared for use

- 1.6 Finishing materials are identified and prepared for the finishing task
 - 1.7 Workplace information relating to the safe application of finishes is used to inform work practices
 - 1.8 Processing and application techniques, time and safety requirements are identified and used to plan process
- 2 Prepare for finishing
 - 2.1 Frame surfaces are checked for contamination and correct preparation according to workplace procedures and standards
 - 2.2 Frames with surface or other faults are identified and faults reported or repaired, as appropriate
 - 2.3 Techniques for application of materials identified and used according to workplace practices
 - 2.4 Colour match and trial applications of finish are made to check equipment operation, materials consistency and required surface finish
 - 2.5 Faults are identified and workplace procedures for rectification are followed
- 3 Apply surface finish
 - 3.1 Surface finish is applied according to job instructions and workplace procedures
 - 3.2 Surface finish is checked in accordance with workplace requirements
 - 3.3 Rectification of surface faults is made as necessary
 - 3.4 Products are inspected and approved for suitability for further processing
 - 3.5 Defects are dealt with and/or reported in accordance with workplace procedures
- 4 Complete work
 - 4.1 Tools and equipment are cleaned and inspected for serviceable condition and stored appropriately
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
 - 4.3 Work area is cleaned and returned to approved condition
 - 4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Finishing techniques include: | <ul style="list-style-type: none">• hand staining• hand finishing• washed finishing• mechanical finishing• faux finishing |
| Finishes include: | <ul style="list-style-type: none">• paint• stain• powder• foil• lacquer• synthetic• faux |
| Picture frames include: | <ul style="list-style-type: none">• timber• metal/alloy• synthetic material |
| Tools and equipment | <ul style="list-style-type: none">• air spray gun |

include:

- airless spray gun
- air compressor and hoses
- paint and brushes
- finish containers
- scrapers
- a custom spray booth
- fume extraction/ventilation system

Materials include:

- wood fillers
- stains
- waxes
- oils
- French polishes
- varnish
- paints
- liming
- cutting compounds
- acrylics
- enamels
- polyurethane
- methylated spirits
- sand papers
- cotton rags
- hessian rags
- steel wool
- sandpaper
- abrasive papers
- rubbers

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies:
 - safety glasses/goggles
 - hair nets
 - ear muffs/plugs
 - footwear
 - gloves
 - respiratory masks
 - protective clothing

Information and procedures include:

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

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF3007B Apply frame finishes.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3007 Apply frame finishes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply the following finishing techniques to timber, timber/compound, plain and ornamental frames:
 - hand staining
 - hand finishing
 - washed finishing
 - mechanical finishing
 - faux finishing
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types and features of picture frame finishes
- Methods, characteristics and problems of application
- Work flow in relation to spraying operations
- Identification of equipment, processes and procedures

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to finishing equipment, finishes and frames to be finished.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP3008 Assemble a complex artwork package

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying, gathering and assembling all picture frame components required to complete complex, custom framing of artwork.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------|-----|---|
| 1 | Prepare for assembly | 1.1 | Packages to be assembled are identified from work orders/instructions/customer requirements |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Safe and suitable work areas are selected to assemble package |
| | | 1.4 | Specifications of artwork to be framed are identified, including any special requirements with liabilities and obligations assessed |
| | | 1.5 | Components, fittings and attachments required for the package, and their source, are identified |

- | | | |
|---|------------------|---|
| | 1.6 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | 1.7 | Work sequence is planned to suit the job |
| 2 | Assemble package | |
| | 2.1 | Components of the package are selected, inspected for flaws/faults and, if located, repaired or returned in accordance with industry standards and workplace procedures |
| | 2.2 | Components are cleaned and laid out for assembly in accordance with workplace procedures |
| | 2.3 | Artwork is mounted using the appropriate method |
| | 2.4 | Frame components are assembled and adjusted, as required, to fit and fixed in place |
| | 2.5 | Frame is fitted over package and the backing is fixed in accordance with workplace procedures |
| | 2.6 | Fittings, attachments and hanging aids are attached in accordance with workplace procedures |
| | 2.7 | Package is inspected for quality and either labelled and stored or returned for re-assembly in accordance with workplace procedures |
| 3 | Complete work | |
| | 3.1 | Work area is cleaned and rubbish disposed of as appropriate |
| | 3.2 | Workplace documentation is completed as required |
| | 3.3 | Tools, equipment and unused materials are cleaned and stored following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Assembling a complex artwork package includes:	<ul style="list-style-type: none">• identifying artwork to be framed• gathering and preparing the package components• assembly and fixing of fittings and attachments• forming a framed artwork package
Complex artwork includes:	<ul style="list-style-type: none">• 3-D items• items requiring specialised framing using:<ul style="list-style-type: none">• mat boards• spacers and fillets• items that require preservation• items with artistic/historic significance requiring specialist handling
Artwork package includes:	<ul style="list-style-type: none">• art• mount• mat board• frame• glass/acrylic• backing• fittings and attachments (including hanging attachments)
Tools and equipment include:	<ul style="list-style-type: none">• cutting blades• hammers• screwdrivers• drills• clamps• marking out tools• air stapler

	<ul style="list-style-type: none">• tacker• flexi-point gun• staplers
Materials include:	<ul style="list-style-type: none">• timber• metal/alloy• paper• cardboard• laminates• composites• adhesives• cleaning agents• nails• tacks• tapes
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• customer requirements

Unit Mapping Information

Supersedes and is equivalent to LMFPF3008B Assemble artwork package (complex).

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3008 Assemble a complex artwork package

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assemble:
 - an item of matted artwork
 - a multi-frame (and/or fillets) item of artwork
 - a memorabilia box frame at least 50 mm deep
 - a full conservation framed artwork
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to assembly of artwork package
- Identification of materials, components, equipment, processes and procedures appropriate for assembling artwork packages
- Construction techniques and processes for the components of the artwork packages
- Industry standards and workplace practices in the assembly of complex artwork packages
- Liabilities and obligations relating to framing artwork
- Chemical reactions between artworks and framing materials
- Preservation techniques for artwork and frames
- Impacts of this process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to components of artwork package and customer requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPP3009 Install artwork

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing framed artwork in domestic or commercial situations, positioned singly or grouped in conjunction with other pieces of artwork, or in an adjustable gallery system.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---------------------|--|
| 1 Plan installation | 1.1 Work to be undertaken is identified from work/job/customer order |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Artwork to be installed is weighed and viewed to determine artistic and design characteristics and physical dimensions and shape |
| | 1.4 Site for installation is visited and location, wall and ceiling composition, load bearing ability and method of construction fittings, attachments, hanging/fixing devices and any display features determined |

- 1.5 If necessary, a plan for installation is developed and necessary regulatory approvals for installation sought
 - 1.6 Customer approval of plan is gained
- 2 Prepare for installation
 - 2.1 Specifications and/or plans are read and interpreted
 - 2.2 Attachments, fittings, hanging/fixing devices and display features are identified and ordered
 - 2.3 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 2.4 Artwork to be installed is prepared for safe and secure transit to worksite
 - 2.5 Sequence of work is planned
- 3 Install artwork
 - 3.1 Instructions and sequence for installation are followed
 - 3.2 Attachments, fittings, hanging/fixing devices and display features are organised and installed in accordance with relevant industry and workplace requirements
 - 3.3 Artwork is positioned in accordance with work requirement
 - 3.4 Completed installation is checked to ensure it meets required specifications
 - 3.5 Customer approval of installation is gained
- 4 Complete housekeeping
 - 4.1 Unused materials are stored or recycled as required
 - 4.2 Tools and equipment are cleaned and stored appropriately
 - 4.3 Work area is cleaned and rubbish disposed of appropriately
 - 4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• ladders• work platform/trestles• power drill and fittings• hammer• pliers• screwdrivers• caulking gun• square• tape measure• plumb bob• spirit level |
| Materials include: | <ul style="list-style-type: none">• attachments• fittings• hanging/fixing devices and display features• nails• tacks• screws• staples• filler |

- adhesive
 - tapes
 - that prescribed under legislation, regulations and enterprise policies
- Personal protective equipment includes:**
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures
 - customer requirements
 - insurance cover for artwork

Unit Mapping Information

Supersedes and is equivalent to LMFPF3009B Install artwork.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF3009 Install artwork

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Determine the requirements to securely fix artwork to be displayed for each installation
- Install an item of artwork of up to 20 kg on brick, plaster sheet, lath and plaster walls
- Install one (1) grouped set of artwork
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Elements and principles of design
- Types and features of framed artwork, the composition and characteristics of frames
- The composition, load bearing ability and method of construction of walls and ceilings
- Workplace safety system requirements related to the installation of artwork
- Work flow in relation to the installation of artwork
- Impact of this process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to framed artwork, attachments, fittings, hanging/fixing devices and display features, and an area suitable for installation.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF4001 Design and construct ornamental frames

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers designing and constructing ornamental frames considering elements and principles of design to maintain/enhance the historic, sentimental or monetary value of artwork.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---------------------------------------|---|
| 1 Identify design requirements | 1.1 Customer requirements relating to the display of the artwork and frame features are determined |
| | 1.2 Work area is cleaned and prepared to handle artwork in accordance with workplace standards |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Workplace quality assurance requirements are recognised and adhered to throughout the work |
| | 1.5 Artwork is handled in accordance with industry recognised handling methods and workplace procedures |

- 1.6 Artwork is assessed for colour qualities to identify primary, secondary, tertiary, harmonic and contrasting colours by colour wheel, and the aesthetic/mood evoking nature
 - 1.7 Artwork is assessed against the elements and principles of design and their impact on preservation/restoration and framing selection determined
 - 1.8 Design concept is developed and confirmed with the customer
- 2 Develop frame design
 - 2.1 Historic, sentimental or monetary value of artwork ascertained through examination, research and/or consultation with customer
 - 2.2 Artwork is assessed to identify any impact preservation or restoration will have on frame design
 - 2.3 Compatibility of framing materials with the artwork is determined from manufacturer and industry information
 - 2.4 Principles of colour design are applied to select mat and framing materials to complement artwork
 - 2.5 A provisional design package is developed for presentation and discussion with customer
 - 2.6 Design package is revised to reflect customer requirements
- 3 Construct ornamental frame
 - 3.1 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety
 - 3.2 Machinery is used in accordance with workplace procedures throughout the work, including use of personal protective equipment
 - 3.3 Material is cut to size and laid out in the required design
 - 3.4 Specialised/ornamental components are moulded/turned/carved/manufactured in accordance with workplace procedures
 - 3.5 Frame components are finished in compliance with the design specifications and assessed for fit and aesthetic appearance
 - 3.6 Frame is joined to comply with design in accordance with workplace procedures

- | | | |
|---|---------------|---|
| | 3.7 | Finish to the frame and its fittings is applied to comply with design in accordance with workplace procedures |
| | 3.8 | Work is checked against required quality standards with any non-conformity being rectified |
| | 3.9 | Customer endorsement of finished frame is sought and any modifications identified and implemented |
| 4 | Complete work | |
| | 4.1 | Scraps and off-cuts are removed for disposal/recycling as required by workplace procedures |
| | 4.2 | Work area is cleaned and rubbish disposed of as appropriate |
| | 4.3 | Workplace documentation is completed as required |
| | 4.4 | Tools, equipment and unused materials are cleaned and stored following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion,

	judgement and problem solving
Frame design includes:	<ul style="list-style-type: none">• considering elements and principles of design to maintain/enhance the historic, sentimental or monetary value of artwork
Elements of design include:	<ul style="list-style-type: none">• line• direction• shape• size• texture• value• colour
Principles of design include:	<ul style="list-style-type: none">• repetition• alteration• harmony• graduation• contrast (or opposition or conflict)• dominance• unity and balance
Influences on compatibility of frame design include:	<ul style="list-style-type: none">• frame package design to suit required level of preservation• framing style to match image quality and aesthetic value• mouldings, fittings and attachments to suit framing and hanging requirements
Ornamental frames include:	<ul style="list-style-type: none">• those required for artwork where its aesthetics and/or value deem it necessary• frames fitted with ornate/elaborate embellishment for 2-D or 3-D artwork
Construction techniques include:	<ul style="list-style-type: none">• moulding of composite• creating moulds• frame preparation• application of composite to frame and carving/ornamentation/decoration as required
Tools and equipment include:	<ul style="list-style-type: none">• saws (circular, drop, docking and mitre)• chisels• underpinners• screwdrivers• marking out tools• pincers• pliers• touch-up material• glues• finishing tools, including files and sandpaper

- Frame materials include:**
- timber
 - metal/alloy extrusion
 - synthetic and composite construction
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies
- Information and procedures include:**
- customer requirements
 - industry preservation standards and requirements, including legal implications
 - work instructions, including job sheets, plans, drawings and designs
 - literature relating to the history and preservation of artwork
 - workplace procedures relating to reporting and communication

Unit Mapping Information

Supersedes and is equivalent to LMFPF4001B Design and construct ornamental frames.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPPF4001 Design and construct ornamental frames

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Design and construct three (3) frames using timber, metal/alloy extrusion and synthetic and composite construction, displaying techniques of moulded and carved finishes and including at least one (1) alternate joining technique
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Major categories of art media
- Liabilities and obligations relating to framing artwork
- Framing materials and techniques of frame building
- Elements and principles of design and the qualities/influence of colour
- Materials used in artworks
- Chemical reactions between artworks and framing materials
- Restoration/preservation techniques
- Operation requirements of equipment and work systems in work area
- The effect of this process on the artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to customer/work requirements, design facilities, joining tools and equipment, frame assembly and finishing requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPPF4002 Determine and apply gilding techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers determining the requirements, preparing for and applying gilding techniques to new picture frames and those requiring repair or restoration.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Picture Framing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Work to be completed is identified from work instruction, customer request or artwork is assessed as requiring a gilded frame |
| | | 1.2 | Frame requiring gilding is examined to identify whether new gilding, preservation or restoration techniques are required |
| | | 1.3 | Gilding technique or techniques to be applied is determined |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the |

- finishing task in terms of quality, serviceability and safety
- 1.6 Gilding materials and any associated finishes required are identified and assembled for the gilding task
 - 1.7 Work sequence is planned to suit the job
- 2 Prepare for gilding
 - 2.1 Frame surfaces are checked for contamination and correct preparation including maintenance of original finishes on historic pieces that require the removal of over painting according to workplace procedures and standards
 - 2.2 Frames with surface or other faults are identified and faults reported or repaired as appropriate
 - 2.3 Techniques for application of materials identified and used according to industry standards and workplace practices
 - 2.4 Faults are identified and workplace procedures for rectification are followed
 - 2.5 Composition work is completed, as required, to meet specifications in accordance with workplace procedures
- 3 Apply gilding
 - 3.1 Gilding is applied according to job instructions and workplace procedures
 - 3.2 Final finish is checked in accordance with workplace requirements
 - 3.3 Rectification of surface faults are made as required
 - 3.4 Ornamentation is applied, as required, in accordance with job instructions and workplace procedures
 - 3.5 Products are inspected and approved for suitability for further processing with defective frames being handled in accordance with workplace procedures
- 4 Complete work
 - 4.1 Tools and equipment are cleaned and inspected for serviceable condition and stored appropriately
 - 4.2 Unused material is returned to store in accordance with workplace procedures
 - 4.3 Work area is cleaned and returned to approved condition
 - 4.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Gilding techniques involve:

- the application of metallic leaf to picture frames which may be new work or existing frame (for either restoration/preservation needs)
- leaf includes:
 - gold
 - silver
 - platinum in varying alloys
 - shlagmetal (brass) in varying alloys
 - copper
 - aluminium

Techniques for application include:

- oil
- size
- quick size (acrylic)
- water gilding based on the reactivation of the glue in the bole layer
- new techniques, such as Kolnar gilding

Composition work involves:

- concern for the ornamentation of frames for gilding involving:

- its manufacture
 - taking of moulds from existing frames
 - repair of broken/missing ornamentation
- Gilding includes:**
- silver gilt
 - distemper
 - japanning
 - bronze
 - aluminium and other powders (as in wax and flash gilding)
 - use of aniline dyes and pigments and casein and verre eglomise (gilding and black lacquer on glass)
 - patination of finishes:
 - chemical
 - stained
 - painted
 - varnished
 - distempered
- Frames include:**
- new
 - old
 - requiring repair and/or restoration
- Tools and equipment include:**
- gilder's cushion
 - gilder's knife
 - gilder's tip
 - brushes
 - agate burnishing stones
- Materials include:**
- size (parchment or rabbit skin)
 - whiting (chalk)
 - bole (wet or dry)
 - ethanol and brandy
 - gilding oil
 - gold leaf
 - shlagmetal (Dutchmetal)
 - alloy and aluminium leaf
 - glue
 - rosin
 - turpentine
 - shellac
 - varnish colours and chemicals for patination, such as potassium sulphide
- Instructions and workplace procedures include:**
- choice of substrate
 - surface preparation
 - selection of bole or poliment

- selection and application of size
 - selection and application of leaf, patination and sealing of leaf
 - that prescribed under legislation, regulations and enterprise policies, and as many of the materials used in gilding are toxic, gloves, eye protection and protective clothing should be worn
- Personal protective equipment includes:**
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPF4002B Determine and apply gilding techniques.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPF4002 Determine and apply gilding techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Determine gilding technique and refurbish an existing gilded frame
- Use differing techniques/materials to prepare and gild two (2) new frames
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Techniques and application of gilding
- Methods, characteristics and problems of application
- Work flow in relation to gilding operations
- Identification of equipment, processes and procedures
- Impact of gilding process on artwork

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to gilding equipment, metallic leaf, other finishing materials and items to be gild finished.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3001 Apply piano industry knowledge and work techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers researching the origins of the piano industry and how the different innovations in piano building have impacted on the piano technology sector of the furnishing industry and applying them to the workplace. It includes changes in design, construction and materials that have led to the evolution of the modern piano in order to correctly interpret work functions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Research historical development of keyboards to modern pianos	1.1	Original keyboard instruments are researched and identified
		1.2	Evolutionary development of upright pianos is investigated
		1.3	Materials selected for use in pianos are investigated, with reasons for changes occurring examined
2	Identify changes in design of pianos	2.1	Changes to design of pianos are investigated and applied to work
		2.1	Difference in playing mechanisms is known and applied to

			work
3	Identify types of pianos	3.1	Modern piano types are identified
		3.2	Differences between pianos are identified and appropriate work practices used
4	Identify basic piano components	4.1	Construction of piano infrastructure is identified to determine work required
		4.2	Major systems are identified, with all parts and functions listed before commencing work
5	Research the role of a piano technician	5.1	Role of technician is researched and identified and applied to own work
		5.2	Changes to role are identified as required and adapted to
		5.3	

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods, codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion,

	judgement and problem solving
Original keyboard instruments include:	<ul style="list-style-type: none">• zither• clavichord• harpsichord• forte piano• piano
Periods include:	<ul style="list-style-type: none">• antique (1700-1850)• Victorian (1850-1900)• modern (1900-2000)• current (2000 onwards)
Types of pianos include:	<ul style="list-style-type: none">• vertical:<ul style="list-style-type: none">• upright• spinet• console• player• grand:<ul style="list-style-type: none">• baby (4'6"-6')• professional (6'-7'6")• concert (7'6"-9'+)• square
Piano infrastructure includes:	<ul style="list-style-type: none">• the case• timing pins• soundboard and bridges• strings• pinblock and tuning pins• keys and actions
Systems include:	<ul style="list-style-type: none">• actions• soundboard/bridges• strings• structural
Role of technicians include:	<ul style="list-style-type: none">• quotations• tuning• repairs• rebuilding• restoration• polishing• piano moving• selling• advice on purchases
Changes to technician's	<ul style="list-style-type: none">• restriction to tuning or repairs only• less or more restoration

role include:

- less or more major repairs
- increased use of technology in tuning process

Information and procedures include:

- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFP3001A Develop knowledge of piano industry.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3001 Apply piano industry knowledge and work techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Locate, interpret and apply information relevant to piano tuning and repair industry by identifying different pianos and their construction
- Identify and observe the role of a piano technician
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage

Knowledge Evidence

- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning and repair
- Origin and types of pianos
- Piano infrastructure, including systems
- Terms used to describe piano components and systems
- Role of piano technicians
- Established lines of communication and protocols

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3002 Select materials for piano repair and manufacture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting materials used in the manufacture, repair or rebuilding of upright, grand and player pianos. It applies in workplaces and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------------------|-----|---|
| 1 | Determine material requirements | 1.1 | Characteristics of timber, metal and synthetic materials used in piano construction are analysed according to structural and aesthetic requirements |
| | | 1.2 | Client requirements and desires are reviewed, confirmed and clarified |
| 2 | Select and use fasteners | 2.1 | Work instructions are used to determine job requirements for fasteners, including design, colour, finish process and quality |
| | | 2.2 | Fasteners are applied according to workplace requirements |
| | | 2.3 | Worksite is set up according to the task, including preparation of required material and selection of holding |

- and supporting equipment
- 2.4 Work is placed and held or supported in position for fastener application
 - 2.5 Tools are selected and used to attach fasteners according to their safety and effecting intended purposes
 - 2.6 Personal protective equipment is selected, correctly fitted and used
- 3 Select and use adhesives
- 3.1 Adhesives are selected according to workplace requirement
 - 3.2 Worksite is set up according to the task, including preparation of required materials and selection of holding and supporting equipment
 - 3.3 Work is placed and held or supported in position for adhesive application
 - 3.4 Personal protective equipment is selected, correctly fitted and used
 - 3.5 Work health and safety (WHS) requirements that apply to the safe application of adhesives are identified and followed
 - 3.6 Adhesives are applied using clamping techniques, as required
- 4 Identify surface coatings and finishes for pianos and identify hardware needs
- 4.1 Surface coatings used for both interior and exterior finishing on piano components are identified, with preparation, application and durability
 - 4.2 Furniture finishes used are investigated for requirements
 - 4.3 Work requirements are used to determine hardware needs for piano construction and repair
- 5 Clean up work area
- 5.1 All tools, materials and other equipment are checked, cleaned and returned to their appropriate location
 - 5.2 Work area is cleared and waste removed
 - 5.3 Workplace documentation is completed and filed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Timbers include: | <ul style="list-style-type: none">• spruce• ebony• beech• birch• hardwood• softwood• veneers• chipboard• medium density fibreboard (MDF) |
| Metals include: | <ul style="list-style-type: none">• aluminium• steel• solders• cast iron• brass |
| Felts include: | <ul style="list-style-type: none">• wool• synthetic |
| Synthetics include: | <ul style="list-style-type: none">• plastic (keys, bushings, damper head, damper flanges, hammer butt, jack, jack flange and capstone) |

- Other materials include:**
 - ivory
 - leather
- Characteristics of timber include:**
 - density
 - moisture content
 - grain
 - shrinkage
 - knots
- Structural requirements include:**
 - hardness
 - density
- Aesthetic requirements include:**
 - growth rings
 - veneers
 - medullary rays
 - colour
 - grain patterns
- Fasteners include:**
 - screws (head, slot, machine and thread types)
 - nails (panel pins)
- Adhesives include:**
 - animal (horse and fish)
 - polyvinyl chloride (PVC)
 - contact
 - epoxy
 - casein
 - latex
- Worksites include:**
 - workshop or factory location or onsite at client's premises
- Holding and supporting equipment includes:**
 - portable workbench
 - clamps
 - vices
 - gripper mats
- Clamping techniques include:**
 - sash
 - 'G' clamp
 - spring
 - pipe
- Surface coatings include:**
 - shellack
 - single pack
 - polyurethane (two pack)
 - nitro-cellulose and pre-catalysed lacquers
 - woodgrain fillers
 - stains
 - oils
 - enamels
 - acrylics

- Finishes include:**
- high gloss
 - gloss
 - satin
 - matt
 - limed
 - pigmented
- Hardware includes:**
- locks
 - hinges (butt and escutcheon inserts)
 - sliding rollers/runners
 - knobs
 - handles
 - finger guards
 - castors
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFP3002A Select materials for piano repair and manufacture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3002 Select materials for piano repair and manufacture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Locate, interpret and apply information relevant to selection and use of materials, fasteners, hardware and adhesives for piano repair and manufacture, including:
 - identifying, selecting and applying at least three (3) types of fasteners and adhesives to appropriate materials
 - identify surface coatings and finishes used in piano repair and manufacture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for selecting materials for piano repair and manufacture
- Organisational and site standards, requirements, policies and procedures for selecting materials for piano repair and manufacture
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano repair and manufacture

- Types of tools and equipment used to repair and manufacture pianos and procedures for their safe use, operation and maintenance
- Characteristics of hardware and materials and their use
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used to repair and manufacture pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand and power tools used in the repair and manufacture of pianos, materials used in the repair and manufacture of pianos, safety and personal protective equipment, and holding and supporting equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3003 Repair upright and grand piano actions, keys and pedals

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers repairing upright and grand piano actions, keys and pedals, and applies in a workplace and on-site environment conducted for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---|-----|--|
| 1 | Plan for repairing actions, keys and pedals | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel with written instructions followed |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| 2 | Prepare for repair | 2.1 | Tools and equipment are selected consistent with the needs of the job |

- | | | |
|---|---------------------------------------|---|
| | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | 2.3 | Personal protective equipment is correctly fitted and used |
| | 2.4 | Materials required for the repair of piano actions, keys and pedals are selected |
| 3 | Repair piano actions, keys and pedals | |
| | 3.1 | Correct posture for repairing is demonstrated which minimises fatigue and promotes muscular control |
| | 3.2 | Tools and equipment are applied in the repair process |
| | 3.3 | Actions and keys are removed or dismantled, as required by the repairing process |
| | 3.4 | Faulty or damaged parts are removed from actions, keys and pedals |
| | 3.5 | Action parts are re-centred, as required |
| | 3.6 | Materials for replacement felts and leathers are selected, cut and glued to action parts |
| | 3.7 | Faulty or damaged parts are replaced in accordance with manufacturer recommendations and workplace practices |
| | 3.8 | Quality of the repair process is continuously monitored in accordance with workplace practice and quality procedures |
| | 3.9 | Correct posture for repairing is demonstrated which minimises fatigue and promotes muscular control |
| 4 | Clean up work area | |
| | 4.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | 4.2 | Work area is cleared and waste removed |
| | 4.3 | Workplace documentation is completed and filed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• knives• guillotine• measuring equipment• centering equipment• glue brushes and sticks• glue pots |
| Correct posture includes: | <ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm, where available, to aid control during tuning and reduce tiredness |
| Faulty or damaged parts include: | <ul style="list-style-type: none">• actions:<ul style="list-style-type: none">• broken damper springs• faulty hammer heads and shanks• faulty hardware• keys:<ul style="list-style-type: none">• broken keys |

	<ul style="list-style-type: none">• discoloured keys• faulty key leads• pedals:<ul style="list-style-type: none">• loose/worn pedal caps• worn pedal felt• damaged trap work• broken pedals
Re-centering of action parts includes:	<ul style="list-style-type: none">• identify faulty centre pins• extraction of faulty centre pins• re-bushing flanges• replacement of centre pins• replacement of flanges
Felts and leathers include:	<ul style="list-style-type: none">• felts:<ul style="list-style-type: none">• box cloth• cushion felt• check felt• hammer-rest baize• backtouch baize• name board felt• celeste-rail felt• bushing felt• damper felts• leathers:<ul style="list-style-type: none">• doeskin• pigskin• sheepskin• kangaroo skin• split skin
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPT3003A Repair upright and grand piano actions, keys and pedals.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3003 Repair upright and grand piano actions, keys and pedals

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Repair a minimum of two (2) actions, keys and pedals in both upright and grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for repairing upright and grand piano actions, keys and pedals
- organisational and site standards, requirements, policies and procedures for repairing upright and grand piano actions, keys and pedals
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano repair and manufacture
- Types of tools and equipment used to repair actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for repairing actions, keys and pedals

- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand and power tools used in the repair and manufacture of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3004 Rebuild upright and grand piano actions, keys and pedals

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers rebuilding upright and grand piano actions, keys and pedals. It includes removing and rebuilding of keys and key leads; damaged or worn felts, leathers and action springs; and broken hammerheads. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan for rebuilding actions, keys and pedals	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to rebuilding pianos are verified and complied with
		1.2	Customer requirements are received, analysed and confirmed with appropriate personnel
		1.3	Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety
		1.4	Written instructions are followed

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| 2 | Prepare to rebuild | 2.1 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.2 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| | | 2.4 | Materials required for the repair of piano actions, keys and pedals are selected |
| 3 | Dismantle actions and keys | 3.1 | Correct posture for rebuilding is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Actions are dismantled and all parts are named and numbered |
| | | 3.3 | Keys are removed from keyboard and named and numbered |
| | | 3.4 | Pedals are removed |
| 4 | Rebuild parts | 4.1 | Parts to be rebuilt or reconditioned are identified |
| | | 4.2 | Parts are measured and stripped of old materials in preparation for reconditioning |
| | | 4.3 | Parts are measured and reconfigured in preparation for rebuilding |
| | | 4.4 | Rebuilding or reconditioning of actions, key and pedals is carried out as required |
| | | 4.5 | Quality of the rebuilding process is continuously monitored in accordance with workplace practice and quality procedures |
| | | 4.6 | Piano actions, keys and pedals are re-assembled according to workplace practices |
| 5 | Clean up work area | 5.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 5.2 | Work area is cleared and waste removed |
| | | 5.3 | Workplace documentation is completed and filed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• knives• guillotine• measuring equipment• centering equipment• glue brushes and sticks• glue pots |
| Correct posture includes: | <ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness |
| Materials include: | <ul style="list-style-type: none">• action felts and leathers• key bushings• key frame materials• springs and action components• key tops• pedal caps• pedal trap bushings |

- centre pins
 - hammer heads
 - bridle tapes
- Rebuilding includes:**
- replacing the following with new components:
 - hammer heads and assembly
 - wippen assembly
 - keys
 - action rails
 - pedals and trappings
 - springs
 - action brackets
- Reconditioning includes:**
- repairing action components to an as new condition
 - replacing existing parts with new materials
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFP3004A Rebuild upright and grand piano actions, keys and pedals.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3004 Rebuild upright and grand piano actions, keys and pedals

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Rebuild a minimum of two (2) actions, keys and pedals in both upright and grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for rebuilding actions, keys and pedals on upright and grand pianos
- Organisational and site standards, requirements, policies and procedures for rebuilding actions, keys and pedals on upright and grand pianos
- 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
- Terms used to describe components of an upright and grand piano
- Types, characteristics, uses, limitations and preparation of materials and equipment used in rebuilding actions, keys and pedals on upright and grand pianos
- Types of tools and equipment used to rebuild actions, keys and pedals, and procedures for their safe use, operation and maintenance

- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for rebuilding actions, keys and pedals on upright and grand pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand and power tools used in the rebuilding of actions, keys and pedals of upright and grand pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3005 Re-string and re-pin a piano

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers removing existing strings and pins from upright and grand pianos and replace them with new strings and pins, including disassembling and re-assembling the piano, assessing piano suitability for restringing, de-tuning piano, chipping up and measuring strings and pin positions for replacement. It applies in workplace and on-site environments for small to medium scale enterprise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.								
1 Plan for re-stringing and re-pinning	<table><tr><td>1.1</td><td>Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with</td></tr><tr><td>1.2</td><td>Customer requirements are received, analysed and confirmed with appropriate personnel</td></tr><tr><td>1.3</td><td>Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety</td></tr><tr><td>1.4</td><td>Written instructions are followed</td></tr></table>	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with	1.2	Customer requirements are received, analysed and confirmed with appropriate personnel	1.3	Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety	1.4	Written instructions are followed
1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with								
1.2	Customer requirements are received, analysed and confirmed with appropriate personnel								
1.3	Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety								
1.4	Written instructions are followed								

- | | | |
|---|--------------------------------|--|
| 2 | Prepare for repair | 2.1 Tools and equipment are selected consistent with the needs of the job |
| | | 2.2 Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.3 Personal protective equipment is correctly fitted and used |
| | | 2.4 Materials required for the re-stringing and re-pinning of piano are selected |
| 3 | Assess piano | 3.1 Correct posture for repairing is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 Case parts are removed and stored |
| | | 3.3 Measurements of all string sizes are taken throughout piano |
| | | 3.4 Position of all pressure bars, duplex bars and under-stringing felts are noted |
| | | 3.5 Base strings are inspected for tone and quality, noting those needing replacement |
| 4 | Prepare piano for re-stringing | 4.1 Length of strings are measured and recorded |
| | | 4.2 Piano is de-tuned |
| | | 4.3 Pressure bars/agraffes are removed |
| | | 4.4 Strings are removed by unwinding in order |
| | | 4.5 Bass strings are tagged for identification purposes using a wire guide to store until needed |
| | | 4.6 Tuning pins are removed and assessed for re-usability |
| | | 4.7 Samples of tuning pins, felts and eye strings are retained |
| | | 4.8 Size of new pins and drill holes are calculated for appropriate tension requirements |
| 5 | Re-pin and re-string piano | 5.1 Stringing scale is re-calculated |
| | | 5.2 Agraffes are replaced in accurate position, as required |
| | | 5.3 Pins and treble strings are replaced in required order, with |

		under-stringing felt inserted
	5.4	Pins and base strings are replaced in required order
	5.5	Pressure bars are replaced in accurate position
6	Chip up piano	6.1 Pitch standard is established
	6.2	Strings are plucked and tuned individually against pitch standard
	6.3	Strings are rubbed down and process repeated until strings stabilised
7	Re-assemble piano	7.1 Piano is re-assembled
	7.2	Tools and equipment are maintained, cleaned and stored safely in designated location
	7.3	Records are maintained in accordance with enterprise requirements or industry practice
8	Clean up work area	8.1 All tools, materials and other equipment are checked, cleaned and returned to their appropriate location
	8.2	Work area is cleared and waste removed
	8.3	Workplace documentation is completed and filed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and

	dangerous goods codes, and local safe operating procedures or equivalent
	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• micrometre• tuning hammer• tuning fork• pitch standard• T hammer• string lifter• drills and bits• tension wrench• hammers and punches• wire cutters• pliers• vice grips• stringing tools• measuring equipment• re-scaling tools• knives• glue• plectrum• glove
Materials include:	<ul style="list-style-type: none">• treble and bass strings• tuning pins• understringing felt• agraffes
Identification purposes include:	<ul style="list-style-type: none">• name and address• brand name, style, size or serial number of piano• strings per note
Eye strings include:	<ul style="list-style-type: none">• single wound German• double wound German• French eye
Under-stringing felt includes:	<ul style="list-style-type: none">• string pillows• bearing felt• listing felt• pressure bar felt

- Pitch standards include:**
- piano
 - electronic keyboard
 - electronic tuning device (ETD)
 - tuning fork
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPPT3005A Re-string and re-pin a piano.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3005 Re-string and re-pin a piano

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices and re-string and re-pin a minimum of two (2) pianos, one (1) upright and one (1) grand
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for re-stringing and re-pinning upright and grand pianos
- Organisational and site standards, requirements, policies and procedures for re-stringing and re-pinning upright and grand piano
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano re-stringing and re-pinning
- Types of tools and equipment used to re-string and re-pin pianos and procedures for their safe use, operation and maintenance

- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for re-stringing and re-pinning pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand and power tools used to re-string and re-pin upright and grand pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3006 Regulate actions, keys and pedals of upright pianos

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers regulating upright piano actions, keys and pedals, including adjusting action rail, striking distance, hammer running alignment, key depth, lost motion and set off; checking distance, damper spoon bending, damper stop rail, jack stop rail and sustain, soft, mute and sostenuto pedals. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|--|-----|---|
| 1 | Plan for regulating actions, keys and pedals | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to regulating pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient workflow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |

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|---|---------------------------------|-----|--|
| 2 | Prepare to regulate | 2.1 | Correct posture for regulating is demonstrated which minimises fatigue and promotes muscular control |
| | | 2.2 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.3 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.4 | Personal protective equipment is correctly fitted and used |
| 3 | Align action components | 3.1 | Alignment of action rail is checked and adjusted |
| | | 3.2 | Striking distance is adjusted to industry specifications |
| | | 3.3 | Hammer running alignment and angling is adjusted |
| | | 3.4 | Wippen alignment procedures are performed |
| 4 | Regulate keyboard | 4.1 | Lost motion is adjusted |
| | | 4.2 | Set off is adjusted |
| | | 4.3 | Checking distance is adjusted |
| | | 4.4 | Dampers are regulated to industry specifications |
| | | 4.5 | Damper spoon bending is adjusted to half striking distance |
| | | 4.6 | Damper stop rail and jack stop rail are adjusted to industry specifications |
| 5 | Adjust pedals | 5.1 | Sustain pedal is adjusted to lift when the pedal is one third through its motion |
| | | 5.2 | Soft pedal is adjusted to an acceptable lost motion |
| | | 5.3 | Mute pedal is adjusted for hammers to clear felt in rest position but strike felt in lockdown position |
| | | 5.4 | Sostenuto pedal is adjusted so relevant dampers are locked in position when note is played |
| 6 | Make final check and inspection | 6.1 | Upright piano is inspected for playability and performance |
| | | 6.2 | Adjustments to actions and pedals are made as required |

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| 7 | Clean up work area | 7.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 7.2 | Work area is cleared and waste removed |
| | | 7.3 | Workplace documentation is completed and filed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving |
| Correct posture includes: | <ul style="list-style-type: none"> • standing or seated according to type of piano and height of individual • evenly distributing body weight between both feet while standing to reduce fatigue • resting arm where available to aid control during tuning and reduce tiredness |
| Tools and equipment include: | <ul style="list-style-type: none"> • capstan regulator • set off regulator • touch/dip block • rule |

	<ul style="list-style-type: none">• regulating buttons• damper regulator• key easing pliers• wire bender• screwdriver
Acceptable lost motion includes:	<ul style="list-style-type: none">• 2 mm movement of pedal rod before hammer rest is activated
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFP3006A Regulate actions, keys and pedals of upright pianos.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3006 Regulate actions, keys and pedals of upright pianos

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Regulate a minimum of three (3) actions, keys and pedals in upright pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for regulating upright piano actions, keys and pedals
- Organisational and site standards, requirements, policies and procedures for regulating upright piano actions, keys and pedals
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano regulating
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for regulating actions, keys and pedals

- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand and power tools used to regulate actions, keys and pedals of upright pianos, safety and personal protective equipment, holding and supporting equipment, and upright pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3007 Regulate actions, keys and pedals of grand pianos

Modification History

Release 1 - New unit of competency

Application

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|-----------------------------|-----|--|
| 1 | Plan and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to regulating actions, keys and pedals of grand pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| 2 | Prepare, measure and assess | 2.1 | Correct posture for regulating is demonstrated which minimises fatigue and promotes muscular control |
| | | 2.2 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.3 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.4 | Personal protective equipment is correctly fitted and used |

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|---|---------------------------------|--|
| | 2.5 | Trial regulation standards are set to determine correct action operation |
| | 2.6 | Checking and re-adjusting are carried out, as required |
| 3 | Align action components | |
| | 3.1 | Alignment of action rail is checked and adjusted |
| | 3.2 | Hammer running alignment and angling is adjusted |
| | 3.3 | Wippen alignment procedures are performed |
| | 3.4 | Action is bedded to key frame and the key frame bedded to the key bed |
| 4 | Regulate keys | |
| | 4.1 | Keys are levelled, squared and spaced according to industry specifications |
| | 4.2 | Key depth is adjusted |
| 5 | Regulate actions | |
| | 5.1 | Jack to roller alignment and repetition lever height is adjusted |
| | 5.2 | Striking distance is adjusted to industry specifications |
| | 5.3 | Let off is adjusted |
| | 5.4 | Checking distance is adjusted |
| | 5.5 | Repetition spring is adjusted |
| | 5.6 | Hammer drop is adjusted |
| | 5.7 | Dampers are regulated to industry specifications |
| 6 | Make final check and inspection | |
| | 6.1 | Grand piano is inspected for playability and performance |
| | 6.2 | Adjustments to action and pedals as required |
| 7 | Clean up work area | |
| | 7.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | 7.2 | Work area is cleared and waste removed |
| | 7.3 | Workplace documentation is completed and filed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Correct posture includes:	<ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness
Tools and equipment include:	<ul style="list-style-type: none">• capstan regulator• set off regulator• touch/dip block• rule• regulating buttons• damper regulator• key easing pliers• wire bender• screwdriver
Regulation of dampers include:	<ul style="list-style-type: none">• damper lift• damper stop rail• damper travel• alignment to strings

- | | |
|--|---|
| Personal protective equipment includes: | <ul style="list-style-type: none">• damper spacing• damper guide bushings• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFPT3007A Regulate actions, keys and pedals of grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3007 Regulate actions, keys and pedals of grand pianos

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Regulate a minimum of three (3) actions, keys and pedals in grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for regulating grand piano actions, keys and pedals
- Organisational and site standards, requirements, policies and procedures for regulating grand piano actions, keys and pedals
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano regulating
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for regulating actions, keys and pedals
- Storage systems and labelling

- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand and power tools used to regulate actions, keys and pedals of grand pianos, safety and personal protective equipment, holding and supporting equipment, and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3008 Apply piano tuning theory and basic acoustics

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying piano tuning theory and basic acoustics and identifying the important relationship between them when a piano is tuned.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Apply knowledge of basic acoustics	1.1	Elements of basic acoustics are applied to piano tuning, as required
		1.2	Acoustical laws of sounding strings are applied to piano tuning, as required
2	Apply knowledge of piano tuning	2.1	Elements of piano tuning theory are applied to piano tuning, as required
		2.2	Effect of inharmonicity on piano tuning is applied to piano tuning, as required
3	Apply knowledge of musical scales	3.1	Elements of musical scale theory are applied to piano tuning, as required
		3.2	The behaviour of piano strings and their proper dimensions

are applied to piano tuning, as required

3.3 The laws of strings are applied to piano tuning, as required

3.4 Musical scales are applied to piano tuning, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods, codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Basic acoustics include:

- sound waves
- beats
- frequencies
- harmonics
- cycles
- partials
- overtones
- nodes
- fundamentals
- sine waves
- intonation

- transients
 - cents
 - commas
 - compound tones
 - inharmonicity
- Piano tuning theory includes:**
- how wire vibrates
 - what happens when two or more wires vibrate simultaneously
 - how vibrations are organised into a tuning scale
 - how vibrations are related mathematically
 - pitch, beat rates, intervals and octave stretching
- Musical scale theory includes:**
- diatonic scale
 - equal temperament
 - mean-tone
- Laws of strings include:**
- First law
 - Third law
 - Combined law
 - Taylor's Formula
 - need for wrapped strings

Unit Mapping Information

Supersedes and is equivalent to LMFPPT3008A Understand piano tuning theory and basic acoustics.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3008 Apply piano tuning theory and basic acoustics

Modification History

Release 1 - New unit of competency

Performance Evidence

- Apply safe handling requirements for equipment, products and materials
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply basic acoustics, piano tuning theory and musical scale theory to tuning
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to piano tuning
- Basic acoustics
- Piano tuning theory
- Musical scale theory
- Established lines of communication and protocols
- Relevant problem identification and resolution

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.

- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to upright or grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3009 Develop control of tuning hammers

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers controlling tuning hammers by moving the tuning pins in very small increments accurately. It applies in workplace and on-site environments for small to large scale enterprise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan for using tuning hammers	1.1 Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning pianos are verified and complied with
	1.2 Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety
	1.3 Written instructions are followed
2 Select tools and equipment	2.1 Tools and equipment are selected consistent with the needs of the job
	2.2 Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported

			according to workplace practices
		2.3	Personal protective equipment is correctly fitted and used
3	Set pin in specified position	3.1	Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control
		3.2	Pin is set at desired pitch utilising a pitch standard, within accuracy constraints to + or – 0.5 cents
		3.3	Key is struck using stabilising blows
		3.4	Coordinated motor and auditory reflexes are demonstrated throughout tuning
		3.5	Strings are tuned and stabilised using appropriate techniques
4	Clean up work area	4.1	All tools, materials and other equipment are checked, cleaned and returned to their appropriate location
		4.2	Work area is cleared and waste removed
		4.3	Workplace documentation is completed and filed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative

	obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• pitch standard• tuning lever/hammer• temperament strip• mutes and wedges• tip wrench• tuning tips and heads
Correct posture includes:	<ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness
Pitch standards include:	<ul style="list-style-type: none">• piano• electronic keyboard• electronic tuning device (ETD)• tuning fork
Hammer techniques include:	<ul style="list-style-type: none">• selection of tuning tip and angle• jerking movements• positioning hammer on pin at correct angle to avoid bending of tuning pin
Stabilisation techniques include:	<ul style="list-style-type: none">• use of firm key blows in conjunction with placement of pin• calculation of string stretch
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPPT3009A Develop control of tuning hammers.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3009 Develop control of tuning hammers

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Set pin and tune and stabilise strings on both upright and grand pianos a minimum of three (3) times using tuning hammers
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- Reading and interpreting workplace documents including work orders, work instructions and operator instructions
- Piano tuning process
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to tune pianos and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution

- Set-up and operation of tools and equipment used for tuning pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials used in the tuning and repair of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3010 Pitch raise a piano

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers pitch raising a piano prior to the tuning process by calculating and assessing the ability of an upright, grand and player piano to achieve the desired pitch, including assessment of overpull or stretch of strings. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.								
1 Plan for pitch raising	<table><tr><td>1.1</td><td>Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning pianos are verified and complied with</td></tr><tr><td>1.2</td><td>Customer requirements are received, analysed and confirmed with appropriate personnel</td></tr><tr><td>1.3</td><td>Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety</td></tr><tr><td>1.4</td><td>Written instructions are followed</td></tr></table>	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning pianos are verified and complied with	1.2	Customer requirements are received, analysed and confirmed with appropriate personnel	1.3	Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety	1.4	Written instructions are followed
1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning pianos are verified and complied with								
1.2	Customer requirements are received, analysed and confirmed with appropriate personnel								
1.3	Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety								
1.4	Written instructions are followed								
2 Prepare to tune	<table><tr><td>2.1</td><td>Tools and equipment are selected consistent with the needs</td></tr></table>	2.1	Tools and equipment are selected consistent with the needs						
2.1	Tools and equipment are selected consistent with the needs								

unisons		of the job	
		2.2	Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices
		2.3	Personal protective equipment is correctly fitted and used
3	Assess suitability of piano for pitch raise	3.1	Components used in pitch raising are assessed for suitability
		3.2	Distance from target pitch is determined
		3.3	Overpull/stretch required to achieve target pitch is calculated
		3.4	Pitch standard is established
4	Pitch raise piano	4.1	Correct posture for tuning is used which minimises fatigue and promotes muscular control
		4.2	Strings are tuned according to required process
		4.3	Pitch raise to achieve an accuracy of ± 5 cent per note
		4.4	Correct tuning hammer technique is used
5	Clean up work area	5.1	All tools, materials and other equipment are checked, cleaned and returned to their appropriate location
		5.2	Work area is cleared and waste removed
		5.3	Workplace documentation is completed and filed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• tuning fork• tuning lever/hammer• temperament strip• mutes and wedges• tip wrench• tuning tips and heads• pitch standard
Components include:	<ul style="list-style-type: none">• strings• wrest plank/tuning plank• frame• soundboard• bridges
Pitch standards include:	<ul style="list-style-type: none">• piano• electronic keyboard• electronic tuning device (ETD)• tuning fork
Correct posture includes:	<ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness
Pitch raising occurs:	<ul style="list-style-type: none">• when a piano is more than one cycle flat or sharp from desired standard
Tuning process includes:	<ul style="list-style-type: none">• for a small pitch raise, normal tuning sequence is followed• for a significant pitch raise, chromatic tuning from note #1 could be required
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and

procedures include:

- equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFP3010A Pitch raise.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3010 Pitch raise a piano

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Tune a minimum of three (3) sets of strings on at least one (1) upright and one (1) grand piano
- Pitch raise a minimum of three (3) times on at least one (1) upright and one (1) grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution

- Set-up and operation of tools and equipment used for tuning pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3011 Tune unisons aurally to a beatless condition

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers tuning unisons aurally so they achieve an even and accurate pitch that may include the use of hammers and stabilisation techniques. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-----------------------------------|--|
| 1 Plan for tuning unisons aurally | 1.1 Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning unisons are verified and complied with |
| | 1.2 Customer requirements are received, analysed and confirmed with appropriate personnel |
| | 1.3 Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | 1.4 Written instructions are followed |
| 2 Prepare to tune unisons | 2.1 Tools and equipment are selected consistent with the needs of the job |

- | | | |
|---|---|--|
| | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Set a string | <p>3.1 Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control.</p> <p>3.2 The fundamental string is tuned aurally to a pitch standard</p> <p>3.3 Given an external pitch standard, frequency of one string is matched to that pitch to within $\pm .5$ cent</p> <p>3.4 Tuned string is stabilised using correct hammer techniques</p> |
| 4 | Tune an adjacent string in unison to the fundamental string | <p>4.1 Pitch of unison string is adjusted to fundamental string, employing stabilisation techniques, to a beatless condition</p> <p>4.2 Remaining strings are tuned according to above process</p> |
| 5 | Clean up work area | <p>5.1 All tools, materials and other equipment are checked, cleaned and returned to their appropriate location</p> <p>5.2 Work area is cleared and waste removed</p> <p>5.3 Workplace documentation is completed and filed</p> |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• pitch standard• tuning lever/hammer• temperament strip• mutes and wedges• tip wrench• tuning tips and heads
Correct posture includes:	<ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness
Pitch standards include:	<ul style="list-style-type: none">• piano• electronic keyboard• electronic tuning device (ETD)• tuning fork
Hammer techniques include:	<ul style="list-style-type: none">• selection of tuning tip and angle• jerking movements• positioning hammer on pin at correct angle to avoid bending of tuning pin
Stabilisation techniques include:	<ul style="list-style-type: none">• use of firm key blows in conjunction with placement of pin• calculation of string stretch
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFP3011A Tune unisons aurally to a beatless condition.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3011 Tune unisons aurally to a beatless condition

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Tune a minimum of two (2) unisons aurally on both one (1) upright and one (1) grand piano
- Detect aurally the differences in frequency between strings within $\pm .5$ cent without the aid of an electronic device where the fundamentals are matching with no audible interfering patterns
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning

- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos
- Identify the fundamental string (the first string of a given note that is tuned to an external pitch standard) and the adjacent string
- Recognise that in a bi-cord, the string selected can be either side of the fundamental, while in a tri-cord, three adjacent strings are tuned
- Identify beatless condition where two strings are at the same frequency
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3012 Tune octaves aurally to appropriate stretch

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers tuning octaves aurally so they achieve an even and accurate pitch and then continuing to tune strings while using hammer and stabilisation techniques. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-----------------------------------|--|
| 1 Plan for tuning octaves aurally | 1.1 Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning octaves are verified and complied with |
| | 1.2 Customer requirements are received, analysed and confirmed with appropriate personnel |
| | 1.3 Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | 1.4 Written instructions are followed |
| 2 Prepare to tune octaves | 2.1 Tools and equipment are selected consistent with the needs of the job |

- | | | | |
|---|--|-----|--|
| | | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Tune the fundamental string aurally to a pitch standard | 3.1 | Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Given an external pitch standard, frequency of one string is matched to that pitch to within $\pm .5$ cent |
| | | 3.3 | Tuned string is stabilised using hammer techniques |
| 4 | Match frequency of a string 1 octave above or below pitch standard | 4.1 | Pitch of string/octave is adjusted above or below pitch standard |
| | | 4.2 | Stabilisation techniques are utilised |
| | | 4.3 | 4th and 5th intervals are used to establish the highest or lowest beatless condition |
| | | 4.4 | The overtone of the primary note is matched a fundamental octave up, or the fundamental of a primary note is matched to the 1st octave of one overtone lower |
| | | 4.5 | 10th, double octaves and minor 7th checks are used |
| | | 4.6 | Intervals going up and down are tested to ensure tuning meets industry standards |
| | | 4.7 | Remaining octaves are tuned according to the above process |
| 5 | Clean up work area | 5.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 5.2 | Work area is cleared and waste removed |
| | | 5.3 | Workplace documentation is completed and filed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• pitch standard• tuning lever/hammer• temperament strip• mutes and wedges• tip wrench• tuning tips and heads |
| Correct posture includes: | <ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness |
| Pitch standards include: | <ul style="list-style-type: none">• piano• electronic keyboard• electronic tuning device (ETD)• tuning fork |
| Hammer techniques include: | <ul style="list-style-type: none">• selection of tuning tip and angle• jerking movements• positioning hammer on pin at correct angle to avoid bending |

	of tuning pin
Stabilisation techniques include:	<ul style="list-style-type: none">• use of firm key blows in conjunction with placement of pin• calculation of string stretch
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPT3012A Tune octaves aurally to appropriate stretch.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3012 Tune octaves aurally to appropriate stretch

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Tune a minimum of two (2) octaves aurally on both one (1) upright and one (1) grand piano
- Detect aurally the differences in frequency between strings within $\pm .5$ cent without the aid of an electronic device where the fundamentals are matching with no audible interfering patterns
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning

- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos
- Identify the fundamental string (the first string of a given note that is tuned to an external pitch standard) and the adjacent string
- Recognise that in a bi-cord, the string selected can be either side of the fundamental, while in a tri-cord, three adjacent strings are tuned
- Identify beatless condition where two strings are at the same frequency
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3013 Tune a temperament octave to produce an equally tempered scale

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers tuning temperaments on both upright and grand pianos to produce an equally tempered scale and may involve the use of a pitch standard to establish the start note. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---------------------------------------|---|
| 1 Plan for tuning temperaments | 1.1 Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with |
| | 1.2 Customer requirements are received, analysed and confirmed with appropriate personnel |
| | 1.3 Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | 1.4 Written instructions are followed |

2	Prepare to tune temperaments	2.1	Tools and equipment are selected consistent with the needs of the job
		2.2	Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices
		2.3	Personal protective equipment is correctly fitted and used
3	Tune temperament	3.1	Correct posture for tuning is used which minimises fatigue and promotes muscular control
		3.2	Start note in temperament octave is tuned from established pitch reference
		3.3	Temperament octave is tuned using the 4th and 5th cycle, following a set order of notes
		3.4	Correct positions are confirmed using the 3rd and 6th checks individually and chromatically
4	Clean up work area	4.1	All tools, materials and other equipment are checked, cleaned and returned to their appropriate location
		4.2	Work area is cleared and waste removed
		4.3	Workplace documentation is completed and filed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and

	<p>dangerous goods codes, and local safe operating procedures or equivalent</p> <ul style="list-style-type: none"> work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include	<ul style="list-style-type: none"> pitch standard tuning lever/hammer temperament strip mutes and wedges tip wrench tuning tips and heads
Correct posture includes:	<ul style="list-style-type: none"> standing or seated according to type of piano and height of individual evenly distributing body weight between both feet while standing to reduce fatigue resting arm where available to aid control during tuning and reduce tiredness
Start note includes:	<ul style="list-style-type: none"> the note in the temperament octave that corresponds to the note tuned from the pitch standard
Pitch reference refers to:	<ul style="list-style-type: none"> the first note tuned on piano from pitch standard generally accepted as being A49/C52 or corresponding notes one octave below, which are A37/C40
Temperament octave includes:	<ul style="list-style-type: none"> notes F 33 through to F 45, with some temperaments spread over 1 ½ octaves
Personal protective equipment includes:	<ul style="list-style-type: none"> that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none"> workplace procedures relating to the use of tools and equipment work instructions, including job sheets, cutting lists, plans, drawings and designs workplace procedures relating to reporting and communication manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPPT3013A Tune a temperament octave to produce an equally tempered scale.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3013 Tune a temperament octave to produce an equally tempered scale

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Tune a minimum of two (2) temperament octaves to produce an equally tempered scale on both one (1) upright and one (1) grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos

- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3014 Tune a piano aurally and electronically within time and accuracy constraints

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers tuning an upright and grand piano to a set level of accuracy within a specified timeframe and to an appropriate level of accuracy using aural or electronic tuning devices (ETD) that may include computer software or a hardware device. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSFPT3007	Regulate actions, keys and pedals of grand pianos
MSFPT3008	Apply piano tuning theory and basic acoustics
MSFPT3009	Develop control of tuning hammers
MSFPT3010	Pitch raise a piano

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Plan for tuning a upright or grand	1.1	Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing

	piano		pianos are verified and complied with
		1.2	Customer requirements are received, analysed and confirmed with appropriate personnel
		1.3	Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety
		1.4	Written instructions are followed
2	Prepare to tune a upright or grand piano	2.1	Tools and equipment are selected consistent with the needs of the job
		2.2	Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices
		2.3	Personal protective equipment is correctly fitted and used
3	Dismantle piano	3.1	Procedure for dismantling piano is determined
		3.2	Piano is dismantled to allow access to internal components during the tuning process
		3.3	Correct WHS procedures are followed throughout dismantling process
		3.4	Safe storage of all piano parts while tuning is demonstrated
4	Tune piano	4.1	Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control
		4.2	Start note is tuned accurately to a pitch standard
		4.3	Temperament octave F33-F45 is tuned to desired standard
		4.4	Octaves and unisons are tuned to desired standard in accordance with customer specifications
		4.5	Interval checks are used to assess accuracy throughout tuning process
		4.6	Stable tuning is achieved in an industry acceptable timeframe without damage to the piano components
5	Re-assemble piano	5.1	Case parts are identified and placed for re-assembly
		5.2	Case parts are re-assembled according to workplace

		practices
	5.3	Correct WHS practices are followed throughout assembly process
6	Clean up work area	6.1 All tools, materials and other equipment are checked, cleaned and returned to their appropriate location
		6.2 Work area is cleared and waste removed
		6.3 Workplace documentation is completed and filed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements work requires individuals to demonstrate some discretion, judgement and problem solving
Customer requirements include:	<ul style="list-style-type: none"> level of playing required: <ul style="list-style-type: none"> standard of pianist time piano is used environment location of piano pitch requirements

Tools and equipment include:	<ul style="list-style-type: none">• budget• pitch standard• tuning lever/hammer• temperament strip• mutes and wedges• tip wrench• tuning tips and heads
Procedures for dismantling piano include:	<ul style="list-style-type: none">• upright piano:<ul style="list-style-type: none">• removal of top front board and fall board• lift lid• grand piano:<ul style="list-style-type: none">• removal of fall board and music disk• lift lid
Correct posture includes:	<ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness
Start notes include:	<ul style="list-style-type: none">• the note in the temperament octave that corresponds to the note tuned from the pitch standard• the first note tuned on piano from pitch standard generally accepted as being A49/C52 or corresponding notes one octave below, which are A37/C40
Pitch standards include:	<ul style="list-style-type: none">• piano• electronic keyboard• ETD• tuning fork
Interval checks include:	<ul style="list-style-type: none">• thirds, fourths, fifths, sixths, sevenths and tenths
Industry acceptable timeframe is:	<ul style="list-style-type: none">• up to 2 hours
Damages to the piano components include:	<ul style="list-style-type: none">• bent tuning pins• broken strings• elongated tuning pin holes• damaged bearings
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans,

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFP3014A Tune a piano aurally and/or electronically within time and accuracy constraints.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3014 Tune a piano aurally and electronically within time and accuracy constraints

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Tune a minimum of two (2) pianos aurally and electronically within industry specified time and accuracy constraints, on both upright and grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- 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, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to tune pianos and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos

- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand tools and equipment used in the tuning of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3015 Voice a piano

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers voicing a piano to change the tone from harsh to soft or soft to harsh, and making the tone even after tuning and may include needling, reshaping and hardening hammers to change the tone. It applies in workplace and on-site environments for small to large scale enterprises.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan for voicing a piano	<p>1.1 Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to voicing pianos are verified and complied with</p> <p>1.2 Customer requirements are received, analysed and confirmed with appropriate personnel</p> <p>1.3 Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety</p>
2 Prepare for voicing a piano	<p>2.1 Tools, equipment and materials are selected consistent with the needs of the job</p>

- | | | |
|---|--------------------|---|
| | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | 2.3 | Personal protective equipment is correctly fitted and used |
| | 2.4 | Piano is tuned and regulated to industry standards and customer requirements before voicing is commenced |
| 3 | Voice a piano | |
| | 3.1 | Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control |
| | 3.2 | Undesirable tonal qualities are identified using customer requirements |
| | 3.3 | Surface felt is reshaped to ensure a clean and square striking surface |
| | 3.4 | Hammers are needled, as required, to achieve particular tonal effects and to balance tonal response |
| | 3.5 | Hammers are reshaped after needling to ensure correct shape and surface texture |
| | 3.6 | Hammers are ironed or hardened, as necessary |
| | 3.7 | Final tonal quality is assessed against customer requirements and any adjustments made |
| 4 | Clean up work area | |
| | 4.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location. |
| | 4.2 | Work area is cleared and waste removed |
| | 4.3 | Workplace documentation is completed and filed |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools, equipment and materials include:	<ul style="list-style-type: none">• screwdrivers• voicing needles• voicing tools and blocks• hammer iron• lacquer and brush• sandpaper• hammer lifting tool• tuning wedge• string level tool• string lifting tool
Correct posture includes:	<ul style="list-style-type: none">• standing or seated according to type of piano and height of individual• evenly distributing body weight between both feet while standing to reduce fatigue• resting arm where available to aid control during tuning and reduce tiredness
Undesirable tonal qualities include:	<ul style="list-style-type: none">• harsh/soft noise which may occur when there is a loose hammer head, loose centre pins or uneven level strings• string noises• false strings – string has its own beat• nasal or metallic sound due to hard hammers
Needling techniques include:	<ul style="list-style-type: none">• correct method of supporting the hammers to avoid damage to action centres• selecting the appropriate needling zones to achieve particular tonal effects
Hardening processes	<ul style="list-style-type: none">• lacquers

include:

- irons
- collodian

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFPPT3015A Voice a piano.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3015 Voice a piano

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Voice an upright and a grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for tuning and voicing pianos
- Organisational and site standards, requirements, policies and procedures for tuning and voicing pianos
- 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
- Knowledge of piano tuning and regulation methodologies
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning and voicing
- Types of tools and equipment used to tune and voice pianos and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos

- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to hand tools and equipment used in the tuning of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFPT3016 Provide advice to customers on piano tuning and repair

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers providing advice to customers regarding the repair and tuning of pianos, including identifying any faults and repairs required, and calculating all costs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Piano Technology

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|-------------------|-----|--|
| 1 | Plan for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning and repairing pianos are verified and complied with |
| | | 1.2 | Customer requirements regarding suitable time and date for appointment are received and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |
| 2 | Identify customer | 2.1 | Questioning and active listening techniques are used to |

	requirements	clarify customer requirements
		2.2 Feedback is provided to customer to ensure correct interpretation of requirements
3	Assess piano for faults and relevant repairs	<p>3.1 Piano case parts are removed and stored safely away from the instrument</p> <p>3.2 Faults are identified and recorded according to workplace practices</p> <p>3.3 Appropriate repairs required to rectify faults are determined</p> <p>3.4 Piano case parts are re-assembled according to workplace practices</p> <p>3.5 Work area is cleared and waste removed</p> <p>3.6 Workplace documentation is completed</p>
4	Assess piano tuning requirements	<p>4.1 Frequency of tuning is determined, based on industry recommendations</p> <p>4.2 Customer is advised on environmental conditions which may affect tuning stability</p>
5	Provide customer with recommendations	<p>5.1 Customer is advised both verbally and in writing of recommendations regarding tuning and repair of piano</p> <p>5.2 Customer is given options regarding priority of repairs so they can give an informed decision</p> <p>5.3 Options regarding materials used in repairs are explained to and discussed with the customer to facilitate customer understanding of available products and services</p>
6	Present quotation to customer	<p>6.1 Quotation is prepared for the tuning and repair of piano, including all costs</p> <p>6.2 Customer is presented with quotation, which includes a breakdown of costs for all options for tuning and repair</p> <p>6.3 Benefits of each option are explained to the customer to facilitate informed decision making</p> <p>6.4 Customer commitment to agreed repairs and tuning is gained in accordance with workplace practices</p>

	6.5	Customer is informed of rights and obligations regarding product or service
7	Finalise process	7.1 Documentation is completed and submitted to appropriate personnel following workplace practices
	7.2	Contact is maintained with customer throughout the tuning and repair process

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Active listening includes:**
- maintaining eye contact
 - asking questions to clarify meaning
- Feedback includes:**
- verbal or written response
- Faults include:**
- worn, loose or broken action parts or keyboards
 - worn or broken pedal systems
 - tuning instability
 - cracks or delamination of bridges, ribs and soundboards
 - case faults

Frequency of piano tuning varies according to:	<ul style="list-style-type: none">• condition and age of piano• amount of use of the piano• quality of the piano• internal and external humidity changes
Environmental conditions include:	<ul style="list-style-type: none">• piano position in home or other location• air conditioning and heating• seasonal temperature and humidity changes
Quotations include:	<ul style="list-style-type: none">• progressive listing of repair points in an orderly format• all costs• statement of warranty terms• statement of payment terms, including deposit• estimation of the time the instrument will be out of service
Costs include:	<ul style="list-style-type: none">• material used in repair• labour• travel expenses (if applicable)• shipping of parts or piano
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFPPT3016A Provide advice to customers on piano tuning and repair.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFPT3016 Provide advice to customers on piano tuning and repair

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Conduct meetings with customer to determine piano requirements and assess and report on customer satisfaction
- Analyse sales and product development data to complete workplace documentation
- Advise customers and prepare a quotation on at least three (3) occasions involving tuning, repair and rebuilding options for an upright and a grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to providing advice to customers on piano tuning and repair
- Organisational and site standards, requirements, policies and procedures for providing advice to customers
- Options available to customers for tuning and repairing pianos
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano repair and manufacture
- Relevant problem identification and resolution
- Strategies for planning and monitoring activities
- Consultation methods, techniques and protocols

- Terms used to describe components of pianos
- Terms used to describe the processes involved in tuning and repair
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required relevant workplace documentation required to provide advice to customers on piano tuning and repair.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF1001 Produce basic soft furnishing accessories

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing basic soft furnishing accessories, such as basic cushions and other decorative items, following the requirements of patterns.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|------------------------------|---|
| 1 Identify work requirements | 1.1 Job requirements are identified from work instructions and patterns |
| | 1.2 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.3 Pattern is interpreted to determine tool, equipment and material requirements |
| | 1.4 Instructions for sequencing of work and particular measurements or adjustments are interpreted |
| | 1.5 Work sequence is planned, including quality checkpoints |
| 2 Prepare for work | 2.1 Suitable work area is selected for the tasks |

- | | | |
|---|---------------------|---|
| | 2.2 | Materials are selected to match customer requirements, suitability for the purpose and work instructions |
| | 2.3 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | 2.4 | Required tools, equipment and materials are collected in the work area |
| 3 | Complete production | 3.1 Soft furnishing accessories are produced following work instructions |
| | | 3.2 Work is checked against patterns and worksheets at the identified checkpoints |
| | | 3.3 Non-conformity with the required quality standards is rectified |
| 4 | Finalise operations | 4.1 Completed work is checked against required quality standards |
| | | 4.2 Documentation is completed following workplace procedures |
| | | 4.3 Work area is cleaned, and tools and equipment are returned to storage |
| | | 4.4 Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Soft furnishing accessories include:	<ul style="list-style-type: none">• basic cushions• bolsters• soft tableware and slip-on covers
Tools and equipment include:	<ul style="list-style-type: none">• measuring and calculating equipment:<ul style="list-style-type: none">• tapes• rulers• calculators• computers• fabric and general cutting and sewing tools:<ul style="list-style-type: none">• scissors• saws• drills• staplers• sewing machines• hemming machines• overlockers• glue guns
Materials include:	<ul style="list-style-type: none">• plain and patterned fabric• velvet• vinyl• piping cords• wadding• foam• zips and fasteners
Pattern interpretation includes:	<ul style="list-style-type: none">• the determination of type of material specified, required tools and equipment for the task, number and type of soft furnishing accessories to be produced, and quality requirements
Personal protective	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

equipment includes:**Information and procedures include:**

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

Unit Mapping Information

Supersedes and is equivalent to LMFSF1001B Produce basic soft furnishing accessories.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF1001 Produce basic soft furnishing accessories

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret patterns and produce at least one (1) type of soft furniture accessory
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of basic soft furnishing materials
- Interpretation of patterns
- Identification of equipment, processes and procedures
- Work flow in relation to soft furnishing accessory production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to soft furnishing accessory patterns and materials.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2001 Cut single layer fabrics

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring out and cutting single layer fabrics for manufacture of curtains and soft furnishing accessories. It does not apply to cutting from patterns.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan work operations	1.1	Required fabrics, number of items to be cut and required equipment are identified
		1.2	Fabric sizes to be cut are identified from work order plus any required allowances
		1.3	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		1.4	Suitable work area is selected, tidied and cleaned of any contaminants
		1.5	Suitable scissors and/or blades are selected and checked prior to use for appropriate sharpness, set, operation and safe condition

- | | | | |
|---|-------------------------------|-----|--|
| | | 1.6 | Fabrics are selected in accordance with work order and laid out smooth and square |
| 2 | Prepare materials for cutting | 2.1 | Fabrics are inspected for flaws and appropriate finish |
| | | 2.2 | Naps, direction, pattern matches and face of the materials are identified |
| | | 2.3 | Tools and equipment are checked for operation |
| 3 | Complete cutting operations | 3.1 | Cutting is completed with cut out materials identified/labelled where required |
| | | 3.2 | Any measurements for pleat lines, hems, headings and any special seam allowances are marked out using workplace approved methods |
| | | 3.3 | Where required, fabrics are hung using appropriate protective covers and care label information is attached |
| | | 3.4 | Cut lengths are despatched to next process following workplace procedures |
| | | 3.5 | Unused materials are stored as required |
| | | 3.6 | Workplace required documentation is completed following appropriate procedures |
| | | 3.7 | Work area is cleaned and damaged tools tagged as required |
| | | 3.8 | Waste is collected and bundled for recycling/re-use as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• cutting equipment, including scissors and cutting machines• measuring and calculating equipment:<ul style="list-style-type: none">• tapes• rulers• calculators and computers
Products to be constructed include:	<ul style="list-style-type: none">• curtains• drapes• swags• cushions• upholstered furniture components
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2001B Cut single layer fabrics.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2001 Cut single layer fabrics

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify materials used and any special marking out requirements
- Measure accurately and cut fabric quantities to minimise waste and produce consistent quality items for at least five (5) different types of material or product
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards
- Fabric types, common faults and inspection procedures
- Design features of the finished items in relation to attractive use of fabric patterns
- Cutting equipment and techniques
- Effect of cutting on fabrics

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to fabrics, including linings and interlinings, calculator and other workplace calculating and cutting equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2002 Machine sew materials

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using sewing machines for production of soft furnishings, mattresses and bases, and upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1 Identify sewing machine equipment controls and procedures | 1.1 Job requirements are identified from work instructions |
| | 1.2 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.3 Equipment components, equipment condition and controls are identified |
| | 1.4 Operating procedures are checked to identify any approved adjustments |
| | 1.5 Equipment operations and production procedures are identified |
| | 1.6 The process for obtaining materials and moving products |

- to the next process is identified
- | | | | |
|---|--|-----|---|
| 2 | Prepare for work | 2.1 | Work order or sample is checked to identify sewing specifications |
| | | 2.2 | Required materials, tools and equipment are assembled |
| | | 2.3 | Materials and equipment are inspected and any faults are identified and reported |
| | | 2.4 | Work sequence is planned to suit job, and materials are laid out |
| | | 2.5 | If required, naps, pattern direction and face side of materials are identified |
| | | 2.6 | Components are matched and secured with tacking, pins or adhesives as required |
| | | 2.7 | Any required supplementary equipment is identified for routine lubrication and adjustments |
| 3 | Set up and control sewing machine operations | 3.1 | Sewing machine is set up and adjusted |
| | | 3.2 | Sewing operation is according to workplace procedures and material characteristics |
| | | 3.3 | Required product quality and outputs are maintained |
| 4 | Maintain quality requirements | 4.1 | Machining process is monitored and conditions which may affect work quality are reported |
| | | 4.2 | Authorised changes in operating procedures are implemented |
| 5 | Finish and despatch work | 5.1 | Completed work is checked for required quality, finished as required, and repaired, where applicable, before moving to the next process |
| | | 5.2 | Material which is able to be re-used is collected and stored |
| | | 5.3 | Equipment and work area clean up and waste management are completed following workplace procedures |
| | | 5.4 | Workplace records are completed as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Sewing specifications include: | <ul style="list-style-type: none">• required materials• threads and additional work features• seam and stitch specifications• any special stitch requirements and allowances• shape characteristics and special requirements• needles• attachments and ancillary equipment• quality requirements |
| Sewing products include: | <ul style="list-style-type: none">• top stitching• gathering• piping• braid• fringe• flange cords• straight fabric lengths• padded material• loose covers |
| Sewing processes | <ul style="list-style-type: none">• hemming |

- include:**
- seams
 - machine tacking
 - gathering
 - multiple-layer sewing
 - straight or zig zag sewing
- Machines include:**
- single or multi-needle flat bed
 - overlocker
 - blind hemming
 - gathering
 - flange
 - bar tacking
 - tape edging
- Sewing machine set-up and adjustment includes:**
- thread machine and wind bobbin as required
 - set required tensions
 - select required machine settings
 - test operations for work order requirements
- Materials to be machined include:**
- plain fabrics
 - patterned fabrics
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2002B Machine sew materials.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2002 Machine sew materials

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and operate three (3) types of industrial sewing machines, including set up of the sewing machine for operation and monitoring the quality of output
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of sewing machines
- Characteristics of materials used and finished products
- Safety and environmental aspects of sewing machine operations
- Quality systems and standards for soft furnishings
- Work flow requirements for sewing process
- Operation of work systems and industrial sewing equipment
- Causes of faults and repair methods in soft furnishing machining
- Procedure for reporting damaged or imperfect products or interruptions to work flow

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate industrial sewing machines, operating procedures, materials and threads.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2003 Machine sew specialised sewn products

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using specific sewing machine techniques, with attachments, as required, to produce specialised sewn products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| 1 Identify sewing machine equipment controls and procedures | 1.1 Job requirements are identified from work instructions |
| | 1.2 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.3 Equipment operations, components and controls are identified |
| | 1.4 Operating procedures are checked to identify approved procedures and adjustments |
| | 1.5 Inspection procedure for materials quality and equipment condition is identified |
| | 1.6 The process for obtaining materials and moving products |

- to the next process is identified
- | | | | |
|---|--|-----|---|
| 2 | Prepare for work | 2.1 | Work order or sample is checked to identify exact sewing specification |
| | | 2.2 | Materials are inspected before use and problems, including any materials or part constructed products which do not meet the job order requirements, are identified and reported |
| | | 2.3 | Work pieces are laid out in sequence in accordance with specifications and workplace procedures |
| | | 2.4 | Any required supplementary equipment is identified for routine lubrication and adjustments |
| 3 | Adjust and control sewing machine operations | 3.1 | Sewing machine (including attachments as required) set-up requirements and adjustments are identified and followed |
| | | 3.2 | Machine sewing maintains required product quality and outputs |
| | | 3.3 | Material which is able to be re-used is collected and stored, and waste and scrap is removed in accordance with workplace procedures |
| | | 3.4 | Equipment and work area clean-up are completed following workplace procedures |
| 4 | Maintain quality requirements | 4.1 | Sewing machine operations and fabrics are monitored and anything which may affect quality is reported |
| | | 4.2 | Finished products are checked for required quality and repaired, where applicable, before moving to the next process |
| | | 4.3 | Authorised changes in operating procedures and work requirements are implemented |
| 5 | Despatch completed work | 5.1 | Production records and/or packing slips are completed in accordance with workplace procedures |
| | | 5.2 | Completed work is directed to the next operation in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Sewing specifications include: | <ul style="list-style-type: none">• required materials• threads• additional work features• shape and special requirements for the gathered item• any required workplace documentation to be completed |
| Specific and specialised techniques and products include: | <ul style="list-style-type: none">• sewing decorative finishes:<ul style="list-style-type: none">• patchwork and flatbed quilting• applique and freehand embroidery• top stitching• invisible zips• mitre corners• capping• sewing labels• sewing with specialised attachments:<ul style="list-style-type: none">• rolled hems• ribboning• gathering• embroidery hoops |

	<ul style="list-style-type: none">• bias binding• sewing fasteners and attachments:<ul style="list-style-type: none">• zips• hooks• rings• velcro• press studs• buttons• buttonholes• tapes and attachments appropriate for the furnishing industry
Machines include:	<ul style="list-style-type: none">• operating an outline sewing machine• flange• overlocker• flat bed• blind hemming• gathering• tape edging
Sewing machine set-up and adjustment includes:	<ul style="list-style-type: none">• threading machine and winding bobbin• setting required tensions• selecting required machine settings• lubricating and adjusting the machine, where required• testing operations for work order requirements
Materials to be machined include:	<ul style="list-style-type: none">• fabrics• leathers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2003B Machine sew using specific techniques.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2003 Machine sew specialised sewn products

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Set up sewing machines for operations and monitor quality of output
- Sew at least one (1) decorative finish with at least three (3) specialised attachments
- Sew fasteners and attachments
- Operate an outline sewing machine
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of sewing machines
- Characteristics of materials used and finished products
- Safety and environmental aspects of sewing machine operations
- Quality systems and standards
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Causes of faults and repair methods
- Procedure for reporting damaged or imperfect products or interruption to work flow
- Workplace procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machine, operating procedures, materials and threads.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2004 Hand sew soft furnishings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers hand sewing hems and shaped components, and hand finishing work for soft furnishings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|--|-----|---|
| 1 | Identify materials and sewing requirements | 1.1 | Required materials are identified from work order |
| | | 1.2 | Special requirements for the stitching, including stitch type, length and end finishing requirements, are identified from work order |
| 2 | Assemble and organise materials to be sewn | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.2 | Materials to be sewn are collected and inspected for appropriate quality |
| | | 2.3 | Naps, direction of pattern and face side of the materials are |

		identified
	2.4	Required shape or form of the finished item is made and secured using tacking stitches, pins, adhesives or fixtures to assist in sewing operations
	2.5	Appropriate needle types are selected and threaded
3	Sew by hand	3.1 Materials are held to allow for sewing in the required direction
		3.2 Hand sewing operations are completed to ensure finished components match work requirements
4	Finish work	4.1 Finished stitching, including sewn area, seam width, stitch length, end finishing, allowances, shape and finish, are checked
		4.2 Top stitching or other decorative features are checked for required finish
		4.3 Where required, stitching or seams are eased and work is pressed for the next stage
		4.4 Raw edges are trimmed and any loose or untrimmed threads are removed
		4.5 Any part of the work which does not comply with work order is repaired
		4.6 Problems are notified following workplace procedures
5	Complete work for next process	5.1 Finished work is folded, protected and despatched to the next process following workplace procedures
		5.2 Any required documentation is completed and stored following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements including, legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Purposes of hand sewing include:	<ul style="list-style-type: none">• sewing and manipulation requirements for hand sewing a range of upholstery and other furnishing fabrics• the joining of all types of fabrics, single or multi-thickness, partly constructed materials and heavy materials, including leather• hemming, seams, tacking, button attachment, and hand finishing of trims and decorations
Tools and equipment include:	<ul style="list-style-type: none">• needles• threads
Materials to be sewn include:	<ul style="list-style-type: none">• plain and patterned fabrics for a variety of curtains• drapes and cushions• attachments• lining• interlining• webbings or padding
Sewing direction is determined by:	<ul style="list-style-type: none">• stitch type and location• personal right or left-hand preference of the sewer• manipulation requirements for the bulk and slipperiness of the materials
Hand sewing work quality requirements include:	<ul style="list-style-type: none">• beginning and end of stitching are secure• appropriate allowances (or hem and/or other allowance), stitch type, length and visibility are used• sewn area or hems are flat and/or appropriately shaped• finished components match work requirements
Personal protective	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices

equipment includes:**Information and procedures include:**

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

Unit Mapping Information

Supersedes and is equivalent to LMFSF2004B Hand sew soft furnishings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2004 Hand sew soft furnishings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify materials used and any special sewing requirements for the materials to be sewn and hand sew at least five (5) different soft furnishing products or use five (5) different techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Soft furnishing work requirements, including workplace standards
- Identification of techniques and procedures for hand sewing processes
- Fabric types, common faults and inspection procedures
- Sewing methods to be used with different fabric types
- Risks to health from repetitive actions and prevention strategies
- Design features of the articles sewn in relation to the methods and stitches to be used

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing equipment, fabrics and work orders.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2005 Operate a steam press

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying knowledge of materials, product purpose and processes to the correct and efficient operation of steam pressing equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|----------------------------------|---|
| 1 Identify work requirements | 1.1 Work orders, care labels and equipment instructions are used to identify work requirements |
| | 1.2 Equipment, components and processes used for materials preparation and pressing process are identified |
| | 1.3 Operating requirements for the steam pressing equipment are identified |
| | 1.4 Workplace quality requirements for the final product are identified |
| 2 Plan steam pressing operations | 2.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |

- 2.2 Temperatures and any particular precautions are identified from care labels and workplace instructions
 - 2.3 Work sequence is planned to suit job
 - 2.4 Equipment emergency stops, gauges, guards and controls are identified
 - 2.5 Task sequences are planned
- 3 Set up steam pressing equipment
 - 3.1 Equipment information, required specifications and operating instructions are identified
 - 3.2 Temperatures are set and equipment adjustments are checked against work plan
 - 3.3 Fabric panels are checked for quality prior to pressing
 - 3.4 Damaged or incomplete items are reported
- 4 Press fabrics
 - 4.1 Materials are lifted and held onto the press using appropriate techniques
 - 4.2 Pressing operations are conducted following the planned sequence
 - 4.3 Adjustments are made to press settings to improve quality of work
 - 4.4 Required quantity and quality of work is maintained
 - 4.5 Pressed items are protected from dust and other contaminants and placed in workplace approved holding areas
 - 4.6 Equipment is cleaned up and lubrications, adjustments and waste management processes are completed in accordance with workplace procedures
- 5 Maintain work quality
 - 5.1 Pressing process is monitored and materials and equipment operating conditions which may affect product quality are reported
 - 5.2 Authorised changes in operating procedures and temperatures are implemented

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Task planning includes: | <ul style="list-style-type: none">• required temperatures and warm up/cool down times• key parts of the materials to be pressed which require checks for quality of work• work area housekeeping requirements• safe and suitable work area |
| Materials to be pressed include: | <ul style="list-style-type: none">• plain and patterned fabrics• lining materials and leather used in the manufacture of soft furnishing items |
| Material lifting and holding will be impacted on by: | <ul style="list-style-type: none">• machine type• personal right or left-hand preference of the operator• manipulation requirements for the materials• special pressing requirements for different parts of the pressed panels |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, |

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2005B Operate a steam press.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2005 Operate a steam press

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Press at least five (5) different types of materials to quality standards
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of steam presses
- Operating controls and principles which effect the steam pressing equipment
- Effects of steam on the range of materials which may be pressed
- Requirements for minimising damage to and maintaining contaminant-free pressed fabrics

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate materials, steam pressing equipment, care labels and work orders.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2006 Calculate fabric quantities for window coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers calculating and documenting fabric quantities for a variety of window coverings, including curtains and blinds.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Prepare for calculations	1.1	Measuring and calculating equipment are collected
		1.2	Mathematical processes and guide charts required are identified
		1.3	Drape requirements, fabric types and lining/interlining requirements are noted from work order
2	Calculate drape fabric requirements	2.1	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work

		2.2	Fabric repeats are measured for customer selected fabrics and recorded
		2.3	Fabric width is checked taking note of any wider than usual selvages
		2.4	Finished length of window covering is identified from order
		2.5	Heading type is identified from order and fullness ratio is identified
		2.6	Number of fabric drops per curtain is calculated
		2.7	Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats
		2.8	Allowances for seams, hems, headings, drape fullness or heading type are noted on the work order
3	Calculate lining and interlining quantities	3.1	Width of lining and, where required, interlining fabrics, is noted
		3.2	Number of lining/interlining widths is calculated based on required number of drape drops
		3.3	Length of lining/interlining drops is calculated, including hem allowances
		3.4	Amount of lining/interlining fabric is calculated and marked on work order
		3.5	Procedures for minimising waste fabric are identified and used
4	Complete documentation	4.1	Work orders for cutting and machining are completed following workplace procedures
		4.2	Documentation is forwarded to appropriate work areas and filed as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Window covering calculations include: | <ul style="list-style-type: none">• calculations for fabric and lining quantities for all:• curtains• Austrian, Roman and festoon blinds |
| Calculation of the number of drops is based on: | <ul style="list-style-type: none">• useable drapery fabric width• fullness requirements for heading type• size of returns and overlaps• track width identified in customer order |
| Tools and equipment include: | <ul style="list-style-type: none">• measuring and calculating equipment• including tapes• rulers• calculators and computers |
| Materials include: | <ul style="list-style-type: none">• all forms of curtaining and other window covering material |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFSF2006B Calculate fabric quantities for window coverings.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2006 Calculate fabric quantities for window coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret work order and locate and apply relevant information and measure and accurately calculate fabric quantities to minimise waste and produce consistent quality drapes for at least five (5) different types of window coverings
- Identify materials used and any special marking out requirements and document calculations accurately
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Fabric types, common faults and inspection procedures
- Design features of the fabrics and finished curtains in relation to attractive draping requirements
- Work requirements, including workplace standards
- Measurement and calculation techniques for soft furnishing materials

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work orders, fabrics, including linings and interlinings, calculator and, where available, workplace pleat calculating charts.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2007 Construct unlined curtains and drapes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and machine sewing unlined, pleated and gathered curtains and drapes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| <p>1 Establish work requirements and prepare for work</p> | <p>1.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work</p> <p>1.2 Work order requirements are checked and confirmed</p> <p>1.3 Heading type is recognised to identify personal work requirements for measuring, calculating, sewing, folding and finishing</p> <p>1.4 Correct side of fabric, naps, direction of pattern and pattern matches are identified</p> <p>1.5 Drapery panels are checked for faults</p> <p>1.6 Appropriate needle types for the fabric are selected and</p> |
|---|--|

			threaded
2	Lay out work to be sewn	2.1	Top fabric is folded bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length following workplace quality requirements
		2.2	Fabric is held together and, where required, supported with pins or other workplace approved methods
3	Stitch seams and form corners	3.1	Curtain fabrics are held to allow for personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials
		3.2	Machine sewing operations are completed correctly
		3.3	Corners are folded and formed to match work order requirements, inserting any required weight bags
		3.4	Hems are completed using any required weights, stitch type and appropriate sewing method
		3.5	Corners are stitched and finished, and any loose threads trimmed
4	Construct curtain headings	4.1	Curtain heading tape is attached according to workplace approved method and job instructions
		4.2	Sewn pleat spaces are kept uniform within drops
		4.3	Care labels are fixed to heading or hem of curtain according to workplace standards
5	Finish work	5.1	Finished curtain panels, including stitch length, end finishing and final length of finished curtain panels, are checked against work requirements
		5.2	Work is pressed for the next work stage
		5.3	Any parts of the work which do not comply with work order are repaired
6	Complete work for next process	6.1	Workplace required documentation is completed and stored following appropriate procedures
		6.2	Finished work is folded, protected and despatched to next process following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Curtain heading styles include: | <ul style="list-style-type: none">• gathered• slotted (rod pocket)• pencil pleat and pinch pleat and may include tab top• knife pleat• goblet pleat and cartridge |
| Machines include: | <ul style="list-style-type: none">• industrial sewing machines• pressing equipment |
| Tools and equipment include: | <ul style="list-style-type: none">• measuring and calculating equipment:<ul style="list-style-type: none">• tapes• rulers• calculators• computers• fabric and general cutting and sewing tools:<ul style="list-style-type: none">• scissors• sewing machines• hemming machines• overlockers• pleating machines |

Materials to be machined include:	<ul style="list-style-type: none">• interlining and curtain fabrics• fasteners• threads
Work order requirements include:	<ul style="list-style-type: none">• widths and numbers of finished curtain panels, heading style, number and spacing of pleats• finishing and any filling of curtain headings
Marking out includes:	<ul style="list-style-type: none">• returns• overlaps• pleats• spaces
Machine sewing operation quality requirements include:	<ul style="list-style-type: none">• straight stitching along marked pleat line from the top of the heading to the lower edge of the stiffening material or vice versa• securing of beginning and end of threads of the stitching with even and appropriate seam stitch type, length and visibility• seams are flat• the inclusion of care labels and fibre content labels where required• finished components match work requirements
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2007B Construct unlined curtains/drapes.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2007 Construct unlined curtains and drapes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret work order to manufacture the required curtains and identify materials used and any special sewing requirements for those materials
- Measure accurately and construct at least four (4) different types of pleated or gathered curtains/drapes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of equipment, processes and procedures for the sewing operations
- Fabric types, common faults and inspection procedures
- Risks to health from repetitive actions and prevention strategies
- Design features of the heading styles sewn in relation to work requirements
- Soft furnishing work requirements, including workplace standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machine, fabrics, work order, work procedures and/or equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2008 Construct lined curtains and drapes

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and machine sewing lined curtains and drapes, including detached and sewn-in linings, and may include interlined loose-lined and bag-lined products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1 Establish work requirements and prepare for work | 1.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.2 Work order requirements are checked and confirmed |
| | 1.3 Heading type is recognised to identify personal work requirements for measuring, calculating, sewing, folding and finishing |
| | 1.4 Correct side of fabric, naps, direction of pattern and pattern matches are identified |
| | 1.5 Lining attachment method is recognised to identify any attachments and fasteners, trims and sewing requirements |

- | | | | |
|---|-------------------------------|-----|--|
| | | 1.6 | Drapery panels are checked for faults |
| | | 1.7 | Appropriate needle types for the fabric are selected and threaded |
| 2 | Lay out work to be sewn | 2.1 | Top fabric is folded bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length following workplace quality requirements |
| | | 2.2 | Linings and any interlining materials are laid out and folded ready for sewing |
| | | 2.3 | Fabric is held together and, where required, supported with pins or other workplace approved methods |
| 3 | Stitch seams and form corners | 3.1 | Curtain fabrics are held to allow for personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials |
| | | 3.2 | Linings to be bagged are sewn in place |
| | | 3.3 | Machine sewing operations are completed correctly |
| | | 3.4 | Corners are folded and formed to match work order requirements, inserting any required weight bags |
| | | 3.5 | Hems are completed using any required weights, stitch type and appropriate sewing method |
| | | 3.6 | Corners are stitched and finished, and any loose threads trimmed |
| 4 | Construct curtain headings | 4.1 | Curtain heading tape is attached according to workplace approved method and job instructions |
| | | 4.2 | Attached lining and interlinings are sewn into heading |
| | | 4.3 | Sewn pleat spaces are kept uniform within drops |
| | | 4.4 | Linings and interlinings are attached to curtain backs by sewing or using appropriate fasteners |
| | | 4.5 | Care labels are fixed to heading or hem of curtain according to workplace standards |
| | | 4.6 | Separate linings are sewn using appropriate heading tape and attached to curtain |
| 5 | Finish work | 5.1 | Finished curtain panels, including stitch length, end finishing and final length of finished curtain panels are |

		checked against work requirements
	5.2	Work is pressed for the next work stage
	5.3	Any parts of the work which do not comply with work order are repaired
6	Complete work for next process	6.1 Workplace required documentation is completed and stored following appropriate procedures
		6.2 Finished work is folded, protected and despatched to next process following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements work requires individuals to demonstrate some discretion, judgement and problem solving
Machines include:	<ul style="list-style-type: none"> industrial sewing machines pressing equipment
Tools and equipment include:	<ul style="list-style-type: none"> measuring and calculating equipment: <ul style="list-style-type: none"> tapes rulers

- calculators
- computers
- fabric and general cutting and sewing tools:
 - scissors
 - sewing machines
 - hemming machines
 - overlockers
 - pleating machines
- Materials to be machined include:**
 - lining
 - interlining and curtain fabrics
 - fasteners
 - threads
- Work order requirements include:**
 - widths and numbers of finished curtain panels, heading style, number and spacing of pleats
 - finishing and any filling of curtain headings
- Marking out includes:**
 - returns
 - overlaps
 - pleats
 - spaces
- Machine sewing operations quality requirements include:**
 - straight stitching along seam lines from the top to the lower edge of the material or vice versa
 - securing of beginning and end of threads of the stitching with even and appropriate seam stitch type, length and visibility
 - seams are flat
 - the inclusion of care labels and fibre content labels where required
 - finished components match work requirements
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2008B Construct lined curtains/drapes.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2008 Construct lined curtains and drapes

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret work order to manufacture the required lined curtains and identify materials used and any special sewing requirements for those materials
- Measure accurately and construct at least two (2) different types of lined curtains/drapes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Identification of workplace standards, equipment and procedures for the sewing operations
- Fabric types, lining and interlining materials, including common faults and inspection procedures
- Prevention strategies for risks to health from lifting, stretching and repetitive actions
- How the design features of the curtains effect constructing the lined curtains

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machine, fabrics, work

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2009 Construct padded pelmets

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, preparing and assembling timber components, attaching padding, fabric and trims to pelmets and where necessary, packaging, labelling and storing products.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify pelmet and padding materials to be used	1.1 Type of pelmet to be padded is identified
	1.2 Components of the pelmet requiring padding and specifications for the work are identified from work instructions
	1.3 Quality and quantity requirements are identified
2 Prepare for work	2.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work
	2.2 Required tools and materials to complete the work are

- sourced, collected and checked for suitability
- 2.3 Fixing devices or adhesives are selected in accordance with specifications or type of padding and headboard
 - 2.4 Required personal protection equipment is located
 - 2.5 Work is planned to conform to quality requirements, minimise time, and economically use materials
 - 2.6 Procedures are identified for checking the quality of the work
- 3 Cut timber and pad pelmet
- 3.1 Timber components are measured and cut to required specifications
 - 3.2 Padding and other materials are laid out, and components are assembled and attached using appropriate fastenings, tools and equipment
 - 3.3 Tools and equipment are operated in compliance with workplace procedures and WHS requirements
 - 3.4 Work is monitored to ensure quality of product, including correct finish, operation of any moving parts, and number and fitting of fasteners/brackets
 - 3.5 Problems occurring during work operations are identified and reported following workplace procedures
 - 3.6 Waste quantities are minimised, and re-usable materials are collected and stored following workplace procedures
 - 3.7 Routine maintenance of tools and equipment is carried out according to workplace and manufacturer instructions
 - 3.8 Waste is removed and work area is cleaned following workplace procedures
- 4 Prepare pelmet for next process
- 4.1 Completed pelmets are packaged following work requirements
 - 4.2 The package is secured, labelled and stored according to workplace procedures
 - 4.3 Appropriate documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none">• tapes• rulers• calculators• computers• scissors• staplers• sewing machines• hammers• staple guns• jig saws• drop saws
Materials to be used include:	<ul style="list-style-type: none">• curtain fabric• timber• adhesives and padding material
Padding materials include:	<ul style="list-style-type: none">• padding• fabric• linings and trims

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFSF2009B Construct padded pelmets.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2009 Construct padded pelmets

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret work order and locate and apply relevant information to select and make up appropriate timber frame
- Select and attach appropriate padding, fabric and trims and construct at least three (3) different types of padded pelmets
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Workplace standards and procedures related to the making up of padded pelmets
- Identification of equipment, materials, processes and procedures
- Operation of tools and equipment used in the padding process

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to pelmets, padding materials and appropriate quality specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2010 Make up tracks for window coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers cutting, assembling and packaging tracking components and curtain hardware in preparation for on-site fitting.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|---|
| 1 Identify products, fittings and attachments to be used | 1.1 Type of tracks to be fitted and work order requirements are identified |
| | 1.2 Attachments, required components and tools are identified from work instructions |
| | 1.3 Quality and quantity requirements are identified |
| 2 Prepare for work | 2.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 2.2 Required tools and materials to complete the work are sourced, collected and checked for suitability |
| | 2.3 Cutting equipment is checked for correct setting and |

- operation of safety cut-out and guards
- 2.4 Work is planned to conform to quality requirements, minimise time, and economically use materials
- 2.5 Procedures are identified for checking the quality of the work
- 3 Cut tracking to required length
 - 3.1 Cutting equipment is operated in compliance with workplace procedures and WHS requirements
 - 3.2 Cutting is monitored to ensure quality of product
 - 3.3 Problems occurring during work operations are identified and reported following workplace procedures
 - 3.4 Waste quantities are minimised, and re-usable materials are collected and stored following workplace procedures
 - 3.5 Routine maintenance of the cutting equipment is carried out according to workplace and manufacturer instructions
 - 3.6 Waste is removed and work area is cleaned following workplace procedures
- 4 Assemble and package tracking components
 - 4.1 Components required to complete the tracking are collected, assembled and checked for quality and quantity
 - 4.2 Components are packaged following work requirements
 - 4.3 The completed package is secured, labelled and stored according to workplace procedures
 - 4.4 Appropriate documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Timber or metal tracks and components for window coverings include:	<ul style="list-style-type: none">• tracks• poles• brackets• runners• end pieces• cording• hooks and rings
Tools and equipment include:	<ul style="list-style-type: none">• hand or power operated tools, including static mounted circular saws, docking saws and mitre saws• drills• hammers• screwdrivers
Tracking materials include:	<ul style="list-style-type: none">• timber• metal• plastic
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2010B Make up tracks for window coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2010 Make up tracks for window coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret work order, locate and apply relevant information and make up at least three (3) different types of tracks to specifications and quality requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of tracks
- Identification of equipment, materials, processes and procedures
- Workplace standards and procedures related to the making up of tracks

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tracks and components, and appropriate specifications.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2011 Fit and adjust curtain hardware

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fitting and adjusting tracking, rods, poles and other curtain hardware.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking curtain fitting work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.						
1 Identify products, fittings and attachments to be used	<table><tr><td>1.1</td><td>Type of tracks, rods or poles to be fitted and work order requirements are identified</td></tr><tr><td>1.2</td><td>Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection</td></tr><tr><td>1.3</td><td>The effect of the fitting process on overall finished window is identified</td></tr></table>	1.1	Type of tracks, rods or poles to be fitted and work order requirements are identified	1.2	Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection	1.3	The effect of the fitting process on overall finished window is identified
1.1	Type of tracks, rods or poles to be fitted and work order requirements are identified						
1.2	Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection						
1.3	The effect of the fitting process on overall finished window is identified						
2 Plan process for fitting attachments to products	<table><tr><td>2.1</td><td>Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work</td></tr></table>	2.1	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work				
2.1	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work						

- 2.2 Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self
- 2.3 Manufacturer information on products used is located and used to plan work
- 2.4 Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work
- 2.5 Materials, tools and equipment are assembled and checked for suitability for purpose
- 2.6 Track/pole/rod width and projection is set up to provide for stacking space, overlap, projection, return, and number of rings/hooks, guides/runners and other fittings in order to correctly match work order requirements
- 3 Complete fitting operations
 - 3.1 Work plan is followed ensuring compliance with workplace procedures and WHS requirements
 - 3.2 Ceiling and face-fitted tracks/rods/poles are installed and tested for correct operation
- 4 Clean work area and prepare products for the next process
 - 4.1 Worksite and any equipment used is cleaned and stored appropriately
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
 - 4.3 Completed work is inspected and compared to workplace quality requirements
 - 4.4 Fittings which do not meet quality specifications are repaired on-site or returned to the workroom for repair
 - 4.5 Appropriate documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Curtain hardware includes:	<ul style="list-style-type: none">• hand-drawn or cord-drawn tracks• decorative rods• poles• cord tensioners and conduit
Fitting and adjustment includes:	<ul style="list-style-type: none">• fitting, customising and adjustment of tracks, decorative rods, poles and conduit for window coverings that are:<ul style="list-style-type: none">• hand-drawn• manually cord-drawn• fixed
Tools and equipment include:	<ul style="list-style-type: none">• hand or power operated tools• drills• hammers• screwdrivers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2011B Fit and adjust curtain hardware.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2011 Fit and adjust curtain hardware

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Fit and adjust at least five (5) different types of window tracks, which must include at least one (1) cord-drawn, one (1) decorative pole and one (1) conduit with at least one (1) ceiling fitted and one face fitted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

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

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to tracks, rods, poles, conduit, appropriate quality specifications and instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2012 Fit and adjust interior blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fitting and adjusting interior blinds.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior blinds work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify products, fittings and attachments to be used	<p>1.1 Type of blind to be fitted and work order requirements are identified</p> <p>1.2 Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection</p> <p>1.3 The effect of the fitting process on overall finished window is identified</p>
2 Plan process for fitting blinds	<p>2.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work</p>

- 2.2 Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self
 - 2.3 Manufacturer information on products used is located and used to plan work
 - 2.4 Attachment process is planned to conform to quality requirements, maximise the appearance of the finished work and provide for the most economical use of materials and labour
 - 2.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
 - 2.6 Blind operating mechanism is set up and checked against workplace requirements and work instructions
- 3 Complete fitting operations
 - 3.1 Work plan is followed ensuring compliance with workplace procedures and WHS requirements
 - 3.2 Blinds are fitted and tested for correct operation
 - 3.3 Pellets, cord brackets or pulleys are fitted using appropriate hardware and adjusted to suit blind operation
- 4 Clean work area
 - 4.1 Worksite and any equipment used are cleaned and stored appropriately
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
 - 4.3 Completed work is inspected and compared to workplace quality requirements
 - 4.4 Blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair
 - 4.5 Appropriate documentation is completed
 - 4.6 Fittings and blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair
 - 4.7 Appropriate documentation/reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Blinds to be fitted include:	<ul style="list-style-type: none">• Roman• Austrian• festoon• Holland• Venetian• vertical• pleated
Tools and equipment include:	<ul style="list-style-type: none">• hand and power tools• hammers• screwdrivers• drills
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and

communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2012B Fit and adjust interior blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2012 Fit and adjust interior blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Fit and adjust at least five (5) different types of interior blinds
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, uses, limitations and operating mechanisms of interior blinds
- Identification of equipment, processes and procedures
- Work flow in relation to fitting blinds

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to blinds, appropriate quality specifications and instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2013 Dress windows

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers decoratively installing and adjusting window finishings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking window dressing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify window finishings to be installed	1.1	Type of window finishings to be fitted and work order requirements are identified
		1.2	Materials and tools are identified from work instructions and, where necessary, site inspection
		1.3	The effect of the fitting process on overall finished window is identified
2	Plan process for dressing window	2.1	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work
		2.2	Appropriate equipment is identified to minimise risks of

- damage to customers' premises or injuries to self
- 2.3 Manufacturer information on products used is located and used to plan work
- 2.4 Decorator's specifications, if any, are used to plan work
- 2.5 Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work
- 2.6 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
- 3 Complete fitting operations
 - 3.1 Backing is attached, where appropriate, to the curtain using appropriate fittings
 - 3.2 Required number of glides are identified, matched between window finishing, and tracks added or removed as required
 - 3.3 Curtains are attached to tracks and checked for smooth and even operation and hanging
 - 3.4 Curtain height and floor clearance is checked and compared to work order requirement
 - 3.5 Pelmet, valance, swag, pull-backs or tie-back holders are fitted using appropriate hardware and adjusted for fall, neatness and appearance
 - 3.6 Where required, pleats are folded and tied to maintain required pleating
- 4 Clean work area
 - 4.1 Worksite and any equipment used is cleaned and stored appropriately
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
 - 4.3 Completed work is inspected and compared to workplace quality requirements
 - 4.4 Fittings and curtains which do not meet quality specifications are repaired on-site or returned to the workroom for repair
 - 4.5 Appropriate documentation or reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Window finishings include: | <ul style="list-style-type: none">• curtains• sheers• swags• pelmets• valances• tie-backs and hold-backs |
| Tools and equipment include: | <ul style="list-style-type: none">• hand or power operated tools• drills• hammers• screwdrivers |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication |

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF2013B Dress windows.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2013 Dress windows

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Install at least four (4) different types of window dressings, which must include curtains and tie-backs
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Window dressing and fitting materials and techniques
- Identification of equipment, processes and procedures
- Work flow in relation to fitting curtains, valances, swags and other window treatments

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.

- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to curtains, tracks, decorative window finishings, appropriate quality specifications and instructions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF2014 Use soft furnishing sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting and using hand and power tools in applications relating to the soft furnishing sector of the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---------------------------------|--|
| 1 Identify hand and power tools | 1.1 Types of hand and power tools and their functions are identified |
| | 1.2 Sources of power supply are recognised |
| | 1.3 Work health and safety (WHS) requirements for using hand and power tools are recognised and adhered to |
| 2 Select and use hand tools | 2.1 Hand tools are selected consistent with the needs of the job |
| | 2.2 Tools are checked for serviceability and safety and any faults are corrected or processed for repair |
| | 2.3 Equipment is selected to hold or support material for hand tool application, where applicable |

- | | | |
|---|------------------------------|--|
| | 2.4 | Material is located and held in position for hand tool application |
| | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools | <p>3.1 Appropriate personal protective equipment is selected, correctly fitted and used</p> <p>3.2 Power tools are selected consistent with the needs of the job in accordance with conventional work practice</p> <p>3.3 Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults are corrected or processed for repair</p> <p>3.4 Equipment is selected to hold or support materials for power tool application, where applicable</p> <p>3.5 Material is located and held in position for power tool application where applicable</p> <p>3.6 Power tools are safely and effectively used in application processes</p> <p>3.7 Power tools are safely located when not in use</p> |
| 4 | Clean up work area and tools | <p>4.1 All tools are cleaned, maintained and stored</p> <p>4.2 Equipment is cleaned, maintained and stored</p> <p>4.3 Work area is cleared and waste removed</p> |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Hand tools include: | <ul style="list-style-type: none">• scissors• cutting blades• tape measures• rulers• hammers• staple guns and screwdrivers |
| Power tools include: | <ul style="list-style-type: none">• drills• screwdrivers• staple guns• pressing equipment• others as required by enterprises |
| Fault reporting includes: | <ul style="list-style-type: none">• verbal or written reporting |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFSF2014B Use soft furnishing sector hand and power tools.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF2014 Use soft furnishing sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- On at least three (3) occasions adopt and carry out correct procedures prior to and during use of hand and power tools for soft furnishing operations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Function, purpose and operator maintenance requirements of hand tools used in the workplace
- Function, purpose and operator maintenance requirements of power tools used in the workplace
- Workplace safety requirements and WHS legislation

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to soft furnishing sector hand and power tools, and materials used in the manufacturing and/or installation of soft furnishing products.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3001 Operate drop cutting machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using drop cutting machines to machine synthetic or natural fabrics used for curtains, internal or external blinds, awnings and shade wings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify drop cutting machine controls, adjustments and work procedures	1.1	Job requirements are identified from workplace approved operating procedures
		1.2	Equipment components, adjustment points and controls are identified
		1.3	Operating procedures are checked to identify approved operating range and adjustments
		1.4	Equipment operations and production procedures are identified
		1.5	The process for obtaining materials and moving products to the next process is identified
2	Plan and prepare for	2.1	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the

	work		work, serviceable and in a safe condition
		2.2	Inspection procedure for material quality and equipment condition is identified
		2.3	Work sequence is planned to suit job
		2.4	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work
		2.5	Equipment emergency stops and guards are identified
		2.6	Machine checking procedures are identified
		2.7	Any required supplementary equipment is identified for routine lubrication and adjustments of the equipment
3	Set and operate drop cutting machine	3.1	Fabric length and angle of cut are set on the drop cutting machine following work order
		3.2	Fabric is fixed to the machine using appropriate hooks or other fasteners
		3.3	Fabric is checked for flaws prior to cutting
		3.4	Fabric use minimises waste materials
		3.5	Cutting operations provide the required product quality standards, work outputs and minimisation of waste
		3.6	Problems are identified and reported following workplace procedures
		3.7	Cut lengths are checked for required quality and moved to the next process
		3.8	Waste and scrap are dealt with following workplace procedures
		3.9	Equipment and work area clean-up are completed following workplace procedures
4	Confirm quality requirements are met	4.1	Process is monitored and conditions which may affect quality standards are reported
		4.2	Observed requirements for repairs or maintenance are identified and reported to appropriate personnel

- 4.3 Authorised changes to settings or operating procedures are implemented

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Machine checking procedures include: | <ul style="list-style-type: none">• materials inputs and outputs• cutting blade condition• attachments and ancillary equipment• quality requirements for the process stage |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFSF3001B Operate drop cutting machines.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3001 Operate drop cutting machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and operate machine controls and guards and set depth and angle of cut to specification
- Operate drop cutting machine to cut at least five (5) different types of material or fabric
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of drop cutting machines
- Characteristics of materials used and products produced
- Identification of equipment adjustment points, processes and procedures
- Procedure for reporting faulty products or interruptions to work flow
- Work flow requirements for process

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to drop cutting machines, equipment operating procedures and fabric for cutting.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3002 Use automated curtain pleating equipment

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using automated pleating equipment to construct curtain headings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify automated curtain pleating equipment controls and work procedures	1.1	Location and function of the equipment, including, equipment condition, components and controls, are identified
		1.2	Work procedures and documentation are checked to identify that settings are within approved operating range
		1.3	Inspection procedure for quality requirements for hemmed and seamed curtain drops is identified
		1.4	Heading type is recognised to identify personal work requirements for measuring, calculating, folding and finishing
		1.5	The process for obtaining materials and moving products to the next process is identified

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|---|--|-----|--|
| 2 | Prepare for work | 2.1 | Work order requirements are identified |
| | | 2.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.3 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 2.4 | Work sequence is planned to suit job |
| | | 2.5 | Equipment on/off switches and guards are identified |
| | | 2.6 | Pleated width for the curtain order is calculated |
| | | 2.7 | Adjustments to equipment settings to match work order heading requirements and finished curtain width are made following workplace approved procedures |
| | | 2.8 | Any required supplementary equipment is identified for routine cleaning, lubrication and adjustments |
| 3 | Operate automated curtain pleating equipment | 3.1 | Lubrications and adjustments are made to the machine |
| | | 3.2 | Curtains are spread on work area and clamped in the automated equipment ensuring a smooth and square alignment with the machine guides |
| | | 3.3 | Curtain pleating is completed, monitoring equipment conditions and drape quality |
| | | 3.4 | Finished width of each curtain drop is measured and checked against work order and pleat size is adjusted, where required |
| | | 3.5 | Curtain headings are stapled or clipped within required heading area |
| | | 3.6 | Problems are identified and reported following workplace procedures |
| 4 | Complete work | 4.1 | Finished work is despatched to next process following workplace procedures |
| | | 4.2 | Equipment and work area clean up are completed following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFSF3002B Use automated curtain pleating equipment.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3002 Use automated curtain pleating equipment

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Set up automated curtain pleating equipment to produce at least three (3) different heading types
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of curtain pleating equipment
- Characteristics of materials used and products produced
- Identification of equipment adjustment points, processes and procedures
- Procedure for reporting faulty products or interruptions to work flow
- Work flow requirements for process

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to automated pleating equipment, operating procedures and unpleated curtains.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3003 Follow patterns to produce window toppings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing window toppings following the requirements of patterns.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|------------------------------|---|
| 1 Identify work requirements | 1.1 Job requirements are identified from work instructions and patterns |
| | 1.2 Pattern is interpreted to determine detail or work requirements |
| | 1.3 Instructions for sequencing of work and particular measurements or adjustments are interpreted |
| | 1.4 Work sequence is planned, including quality checkpoints |
| 2 Prepare for work | 2.1 Suitable work area is selected for the tasks |
| | 2.2 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |

- | | | |
|---|-----------------------|--|
| | 2.3 | Materials are selected to match customer requirements, suitability for the purpose and work instructions |
| | 2.4 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete construction | <p>3.1 Window toppings are constructed following work instructions</p> <p>3.2 Work is checked against patterns and worksheets at the identified checkpoints</p> <p>3.3 Non-conformity with enterprise quality standards is rectified</p> |
| 4 | Finalise operations | <p>4.1 Completed work is checked against required quality standards</p> <p>4.2 Documentation or reporting is completed following workplace procedures</p> <p>4.3 Work area is cleaned, and tools and equipment are returned to storage</p> <p>4.4 Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures</p> |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving skills
- Window toppings include:**
- swags
 - jabots
 - falls/tails and accessories
 - soft padded pelmets
 - bonded pelmets
- Tools and equipment include:**
- measuring and calculating equipment:
 - tapes
 - rulers
 - calculators
 - computers
 - fabric and general cutting and sewing tools:
 - scissors
 - saws
 - drills
 - staplers
 - sewing machines
 - hemming machines
 - overlockers
 - glue guns
 - swag templates
- Materials include:**
- plain and patterned fabric
 - velvet and vinyl
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3003B Follow patterns to produce window toppings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3003 Follow patterns to produce window toppings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and patterns to locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interpret patterns correctly to identify the type of material specified, required tools and equipment for the task, number and type of window toppings to be produced, and quality requirements
- Interpret patterns and identify materials used and any special sewing or handling requirements to produce at least one (1) each of jabots, swags, tails, soft padded pelmets and bonded pelmets
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Type, characteristics, uses and limitations of window toppings
- Process for interpretation of patterns
- Identification of equipment, processes and procedures
- Work flow in relation to window topping production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to patterns, materials and specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3004 Construct Roman-style blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and sewing Roman-style blinds to workplace requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements and prepare for work	1.1	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work
		1.2	Work order requirements are checked are confirmed
		1.3	Correct side of fabric, naps, direction of pattern and pattern matches are identified
		1.4	Fabric is checked for flaws
		1.5	Appropriate needle types for the fabric are selected and threaded
2	Lay out work to be sewn	2.1	Linings and interlining materials are laid out and folded ready for sewing

- 2.2 Lining materials patterns are matched and secured
 - 2.3 Face fabric is folded bringing edges to be seamed together to check any pattern matching and to maintain an appropriate finished length
 - 2.4 Pattern matches are kept uniform within drops and across matching sets of blinds
 - 2.5 Measuring and marking out of fold or stitching lines for batten placement is even and matches the work order or workplace requirements
 - 2.6 Fabric is held together and, where required, supported with pins or other workplace approved methods
- 3 Stitch seams and form corners
 - 3.1 Fabrics are held to allow for the personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials
 - 3.2 Machine sewing operations are completed correctly
 - 3.3 Linings and interlinings are attached to the back of blind
 - 3.4 Finished length and width of each panel are measured and checked against work order and adjusted where required
 - 3.5 Batten pockets are inserted and fixed following workplace procedures
 - 3.6 Hems are completed using any required weights, stitch type and appropriate sewing method
 - 3.7 Corners are stitched and finished and threads trimmed
- 4 Apply quality checks
 - 4.1 Finished blinds are checked ensuring stitch length, end finishing and final length of finished blinds match work requirements
 - 4.2 Work is pressed for the next work stage
 - 4.3 Rings are attached correctly
 - 4.4 Parts of the work which do not comply with work order are repaired
- 5 Install blinds
 - 5.1 Headboard is painted, stained or covered with fabric fixed along the board length, corners are mitred and fixed, reducing bulk and ensuring a neat finish

	5.2	Blinds are fitted to headboard or track, threading completed and blind folded using appropriate methods	
6	Complete work	6.1	Finished work is protected and despatched to next process following workplace procedures
		6.2	Workplace documentation or reporting is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> WHS requirements including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements work requires individuals to demonstrate some discretion, judgement and problem solving skills
Roman-style blind types include:	<ul style="list-style-type: none"> straight or relaxed bonded oriental cascade staggered koopd
Machine sewing operations include:	<ul style="list-style-type: none"> straight stitching along seam lines from the top to the lower edge of the material or vice versa securing of beginning and end of threads of the stitching

	with even and appropriate seam stitch type, length and visibility
Machines include:	<ul style="list-style-type: none">• seams are flat• finished components match work requirements• industrial sewing machines• pressing equipment• staplers• drills• saws
Materials to be machined include:	<ul style="list-style-type: none">• lining• interlining and curtain fabrics• fasteners• threads• headboard or track
Work order requirements include:	<ul style="list-style-type: none">• widths and numbers of finished blinds• seam allowances and types• number and widths of panels• mounting style• headboard or track requirements• lining and any interlining• required fasteners
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3004B Construct Roman style blinds.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3004 Construct Roman-style blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify materials used and any special sewing requirements for the Roman-style blinds and measure accurately and construct at least two (2) different types of Roman-style blinds to required size and accuracy
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of Roman-style blinds
- Design features of the Roman-style blinds
- Fabric types, common faults and inspection procedures
- Identification of equipment, processes and procedures for making Roman-style blinds
- Work requirements, including workplace standards
- Risks to health from repetitive actions and prevention strategies

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machine, fabrics, work order, work procedures and/or equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3005 Construct Austrian festoon-style blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers constructing and sewing Austrian festoon-style blinds.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Establish work requirements and prepare for work	1.1	Work order requirements are checked and confirmed
		1.2	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.3	Correct side of fabric, naps, direction of pattern and pattern matches are identified
		1.4	Fabric is checked for flaws
		1.5	Appropriate needle types for the fabric are selected and threaded
2	Lay out work to be sewn	2.1	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work

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|---|-------------------------------|--|
| | 2.2 | Linings and any interlining materials are laid out and folded ready for sewing |
| | 2.3 | Lining materials are matched and secured |
| | 2.4 | Face fabric is folded, bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length |
| | 2.5 | Pattern matches are kept uniform within drops and across matching sets of blinds |
| | 2.6 | Fabric is held together and, where required, supported with pins or other workplace approved methods |
| 3 | Stitch seams and form corners | |
| | 3.1 | Curtain fabrics are held to allow for the personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials |
| | 3.2 | Machine sewing operations are completed correctly |
| | 3.3 | Finished length and width of each panel are measured and checked against work order and adjusted, where required |
| | 3.4 | Linings and interlinings are attached to back of blind |
| | 3.5 | Corners are folded and formed to match work order or workplace requirements |
| | 3.6 | Hems are completed using the appropriate stitch type and sewing method |
| | 3.7 | Corners are stitched and finished and threads trimmed |
| | 3.8 | Ring placement positions are measured and marked |
| 4 | Sew gathering materials | |
| | 4.1 | Headings and any stitching or slit along vertical gather lines are completed according to the work order |
| | 4.2 | Ends of stitching are secured and any required weights are attached |
| 5 | Finish work | |
| | 5.1 | Finished blinds are checked ensuring stitch length, end finishing and size blinds match work requirements |
| | 5.2 | Work is pressed |
| | 5.3 | Parts of the work which do not comply with work order are repaired |

		5.4	Rings are attached
		5.5	Gather tapes and gathering lines are pulled up maintaining even fullness in gather and even tension in gathering lines
		5.6	Headboard is painted, stained or covered with fabric fixed along the board length, corners are mitred and fixed, reducing bulk and ensuring a neat finish
		5.7	Blinds are fitted to headboard or track and threading completed
6	Complete work for next process	6.1	Workplace required documentation or reporting is completed
		6.2	Finished work is folded, protected and despatched following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Austrian festoon-style

- Austrian

blinds include:	<ul style="list-style-type: none">• festoon• London• balloon• cloud
Tools and equipment include:	<ul style="list-style-type: none">• industrial sewing machines• measuring equipment• stapler• drill• saw
Materials include:	<ul style="list-style-type: none">• lining• interlining and curtain fabrics, including lace• fabric-lined and unlined blinds• fasteners• threads
Work order requirements include:	<ul style="list-style-type: none">• widths and numbers of finished blinds• seam allowances and types• number and widths of panels• lining and any interlining• contrasting edging• required fasteners and other materials• mounting style headboard or track requirements
Machine sewing operations include:	<ul style="list-style-type: none">• straight stitching along seam lines from the face to the lower edge of the material,• securing of beginning and end of threads• stitching is even and appropriate seam stitch type, length and visibility• seams are flat• finished components match work requirements
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3005B Construct Austrian/festoon style blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3005 Construct Austrian festoon-style blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify materials used and any special sewing requirements measure accurately and construct at least two (2) Austrian festoon-style blinds to required size and accuracy
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses and limitations of Austrian festoon-style blinds
- Design features of the Austrian festoon-style blinds
- Fabric types, common faults and inspection procedures
- Identification of equipment, processes and procedures for making Austrian festoon-style blinds
- Work requirements, including workplace standards
- Risks to health from repetitive actions and prevention strategies

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machine, fabrics, work procedures and/or equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3006 Chemically join textiles

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using specialised equipment and processes to bond or glue textiles for the manufacture of items, including bonded blinds and padded pelmets.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify the materials and process for joining	1.1	The process and materials to be used are identified
		1.2	The effect of the joining process on the materials is determined
		1.3	The effect of the chemical reactions on the materials is determined
		1.4	Allowances for joining overlaps are checked in workplace documentation and manufacturer instructions
		1.5	Curing times are identified for the materials and the process
2	Plan the joining process	2.1	Manufacturer instructions and workplace procedures for the joining task are used in the planning process

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|---|---|-----|--|
| | | 2.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.3 | Work sequence is planned noting appropriate curing/cooling times, efficient work sequence and quality requirements |
| 3 | Set up equipment and materials for the process | 3.1 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 3.2 | Site is checked for appropriate ventilation, fume extraction and protection of other surfaces from contamination with screens and or covers |
| | | 3.3 | Adjustments and settings are made to suit materials, manufacturer instructions and workplace procedures |
| | | 3.4 | Appropriate personal protection equipment is selected and used |
| 4 | Follow workplace procedures to complete the joining process | 4.1 | Joining procedures are completed following the planned work sequence |
| | | 4.2 | Checks and tests of the process and the finished product are made |
| | | 4.3 | Appropriate adjustments are made to the process to maintain the quality of the finished product |
| | | 4.4 | Workplace documentation and records are completed as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Chemical joining includes: | <ul style="list-style-type: none">• the use of solvent and water-based chemicals to join or repair textiles |
| Fabric types include: | <ul style="list-style-type: none">• plain and patterned fabric• vinyl• velvet |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• chemical manufacturer specifications and operational procedures• workplace procedures relating to the setting and operation of chemicals and machinery• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFSF3006B Chemically join textiles.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3006 Chemically join textiles

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Locate, interpret and apply information relevant to the chemicals and textiles involved and apply safe handling practices for equipment, products and materials
- Select appropriate materials and joining process to match work requirements and conduct the joining process within workplace quality parameters to chemically join at least three (3) textiles, including plain and patterned fabric, vinyl and velvet
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, strengths and limitations of chemical joining processes and techniques
- Changes in materials during the chemical repair and joining of materials
- Testing for potential damage, including dye fastness for the adhesive and materials
- Requirements for ventilation and personal protection equipment for the adhesives
- Personal health effects of fumes, heat and other radiations

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to textiles, joining materials and job sheets.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3007 Lay out patterns and cut fabrics

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers laying out patterns and cutting fabrics for construction of soft furnishings, upholstery products, and mattresses and bases.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 Plan work operations | 1.1 Specifications, patterns and/or plans are read and interpreted to identify required fabrics, number of items to be cut and required equipment |
| | 1.2 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.3 Cutting requirements, including bias or other instructions, are noted and required guides on the cutting table are identified |
| | 1.4 Suitable work area is selected, tidied and cleaned of any contaminants |
| | 1.5 Appropriate equipment and tools are selected for the |

- fabrics and type of materials
- 1.6 Suitable scissors and/or blades are selected for the fabrics to be cut
 - 1.7 Scissors and any other cutting equipment are checked prior to use for appropriate sharpness, set operation and safe condition
 - 1.8 Fabrics are selected in accordance with work order and laid out smooth and square
- 2 Prepare materials for cutting
- 2.1 Fabrics are inspected for flaws and appropriate finish
 - 2.2 Naps, direction of pattern, pattern repeat and finished side of the materials are identified
 - 2.3 Fabrics are squared up to the edges or guide markings on the cutting table
 - 2.4 Patterns are laid out following work procedures and instructions using registration points on the pattern and other instructions to match required fabric pattern
 - 2.5 Measurements are made and appropriate adjustments are made
 - 2.6 Tools and equipment are checked for operation
- 3 Complete cutting operations
- 3.1 Required cutting operations are completed to cut out materials following work instructions
 - 3.2 Fabrics are wrapped using appropriate protective covers and care label information is attached
 - 3.3 Unused materials are stored as required
 - 3.4 Workplace required documentation is completed and stored following appropriate procedures
 - 3.5 Cut fabrics are folded, protected and despatched to next process following workplace procedures
 - 3.6 Stock usage is reported as required by workplace procedures
 - 3.7 Work area is cleaned and damaged tools tagged as required

- 3.8 Waste is collected and bundled for recycling/re-use as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Cutting fabrics includes: | <ul style="list-style-type: none">• single or double layer fabrics by hand or automatic method according to required shape or pattern• plain fabrics as well as those which involve matching stripes, checks and pattern repeats |
| Tools and equipment include: | <ul style="list-style-type: none">• scissors• cutting blades• automatic cutting machines |
| Fabric types include: | <ul style="list-style-type: none">• plain and patterned fabric• vinyl• velvet |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and |

procedures include:

- equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3007B Lay out patterns and cut fabrics.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3007 Lay out patterns and cut fabrics

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Lay out patterns, measure accurately and cut out at least five (5) different fabric types or pattern styles identifying the materials used and any special cutting requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Fabric types, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabrics
- Work requirements, including workplace standards
- Risks to health from repetitive actions and prevention strategies

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to fabrics, work procedures and/or equipment instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3008 Measure up and calculate fabric quantities for window coverings

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring up and calculating fabric and tracking quantities for window coverings during a site visit for subsequent use in job specifications and quotes/tenders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking windows coverings work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for calculations	1.1 Measuring and calculating equipment are collected
	1.2 Mathematical processes and guide charts required are identified
	1.3 Drape requirements, fabric types and lining/interlining requirements are noted from work order
2 Measure windows and calculate drape	2.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are

fabric requirements		observed throughout the work
	2.2	Fabric repeats are noted from samples of customer selected fabrics and recorded
	2.3	Fabric width and pattern repeat are noted for work order
	2.4	Finished length of window covering is identified for order
	2.5	Heading type is identified for order and fullness ratio is identified
	2.6	Loose or attached lining preference is noted on work order
	2.7	Finished width of tracking and window covering is measured and noted
	2.8	Number of fabric drops per curtain is calculated
	2.9	Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats
	2.10	Allowances for seams, hems, headings, drape fullness or heading type are noted for the work order
3	Calculate lining and interlining quantities	3.1 Width of lining and interlining fabrics is noted
		3.2 Number of lining/interlining widths or quantity of continuous lining is calculated based on required number of drape drops or continuous fabric
		3.3 Length of lining/interlining drops is calculated, including hem allowances
		3.4 Amount of lining/interlining fabric is calculated and noted for work order
		3.5 Procedures for minimising waste fabric are identified
4	Complete documentation	4.1 Quotation is prepared for client according to workplace procedures
		4.2 Documentation is forwarded to appropriate work area

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Window coverings include:	<ul style="list-style-type: none">• curtains and drapes• blinds
Measuring and calculating equipment includes:	<ul style="list-style-type: none">• tapes• rulers• calculators• computers
The number of fabric drops per curtain is based on:	<ul style="list-style-type: none">• useable drapery fabric width• fullness requirements for heading type• size of returns and overlaps• track width identified for customer order
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and

communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3008B Measure up and calculate fabric quantities for window coverings.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3008 Measure up and calculate fabric quantities for window coverings

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure up and accurately calculate fabric quantities for at least three (3) different window covering types
- Prepare quotation and/or work order and locate and apply relevant information
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Design features of the fabrics and finished curtains in relation to attractive draping requirements
- Fabric types, common faults and inspection procedures
- Work requirements, including workplace standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work orders, measuring equipment, fabrics, including linings and interlinings, calculator and other relevant equipment.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3009 Manufacture bedspreads, bed linen and table cloths

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing bedspreads, bed linen and table cloths in a range of styles to specifications using industrial sewing machines and equipment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|------------------------------|---|
| 1 Identify work requirements | 1.1 Job requirements are identified from work instructions and patterns |
| | 1.2 Pattern is interpreted to determine work specifications |
| | 1.3 Instructions for sequencing of work and particular measurements or adjustments are interpreted |
| | 1.4 Work sequence is planned, including quality checkpoints |
| 2 Prepare for work | 2.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 2.2 Suitable work area is selected for the tasks |

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| | 2.3 | Materials are selected to match customer requirements, suitability for the purpose and the work instructions |
| | 2.4 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete manufacture | |
| | 3.1 | Fabric quantities are calculated, allowing for seams, joining pleats and gathers |
| | 3.2 | Fabric is marked out and cut to size |
| | 3.3 | Bedspreads, bed linen and table cloths are manufactured following work instructions |
| | 3.4 | Work is checked against patterns and worksheets at the identified checkpoints |
| | 3.5 | Non-conformity with the required quality standards is rectified |
| 4 | Finalise operations | |
| | 4.1 | Completed work is checked against required quality standard |
| | 4.2 | Documentation or reporting is completed following workplace procedures |
| | 4.3 | Work area is cleaned, tools and equipment are returned to storage |
| | 4.4 | Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Bedspreads and bed linen include: | <ul style="list-style-type: none">• quilted, lined and unlined bedspread styles• duvet covers, sheets, pillow cases and bed valances |
| Tools and equipment include: | <ul style="list-style-type: none">• measuring and calculating equipment:<ul style="list-style-type: none">• tapes• rulers• calculators• computers• fabric cutting and sewing tools:<ul style="list-style-type: none">• scissors• sewing machines• hemming machines• overlockers |
| Materials include: | <ul style="list-style-type: none">• plain and patterned fabric• decorative trims and fasteners |
| Pattern interpretation is to determine: | <ul style="list-style-type: none">• type of materials specified• decorative finishes to be applied• required tools and equipment for the task• number and size of bedspreads bed linen and table cloths to be produced• quality requirements |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, |

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is not equivalent to LMFSF3009B Manufacture bedspreads.

Supersedes and is not equivalent to LMFSF3010B Manufacture bed linen and table cloths.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3009 Manufacture bedspreads, bed linen and table cloths

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify materials used in bedspread, bed linen and table cloths manufacture, and any special sewing or handling requirements, and produce at least three (3) different types of bed linen or table cloths which must include one (1) duvet cover and one (1) bed valance
- Manufacture at least one (1) quilted, one (1) lined, and one (1) unlined bedspread
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of patterns
- Standard range of bedspread and basic bed linen sizes, styles and variations
- Range of fabrics and decorative finishes used in the making of bedspreads, bed linen and table cloths
- Identification of equipment, processes and procedures
- Work flow in relation to bedspread, bed linen and table cloth production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to patterns, materials and work orders.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3010 Advise customers on interior decoration

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers advising customers on colour coordination, fabric selection and styles in relation to soft furnishings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|----------------------------|-----|--|
| 1 | Identify work requirements | 1.1 | Job requirements are identified from customer's initial instructions or enquiries and work instructions |
| | | 1.2 | Potential site problems or site-specific requirements are identified |
| | | 1.3 | Work sequence is planned, including quality checkpoints |
| 2 | Prepare for work | 2.1 | A range of materials and products are selected to match customer requirements, suitability for the purpose and work instructions |
| | | 2.2 | Sample materials, products and visual aids are collected |
| | | 2.3 | An appointment is arranged with the customer and an appropriate time plan is agreed |

- | | | |
|---|---|--|
| 3 | Confirm customer requirements | 3.1 Questioning and active listening techniques are used to clarify customer needs |
| | | 3.2 Customer requirements are identified professionally, courteously, with tact and without presumptions |
| | | 3.3 Customer requirements are fed back accurately using language that can be understood by the customer and enterprise staff |
| | | 3.4 Customer requirements are documented in accordance with relevant industry, legal and/or enterprise standards and procedures |
| 4 | Provide advice on interior decoration options | 4.1 Viable options for colour, fabric and design that are relevant to the customer's requirements are generated |
| | | 4.2 Relevant suppliers are contacted to research alternative options, if required |
| | | 4.3 Options for colour, fabric and design are explained to and discussed with the customer to facilitate customer understanding |
| | | 4.4 Fabric or product samples and/or visual aids are made available to the customer, where appropriate, to facilitate customer understanding |
| | | 4.5 Benefits and approximate costs of each option are explained to the customer to facilitate informed decision making |
| 5 | Confirm selection with customer | 5.1 Customer preferred option, including agreed delivery timeframe, is determined |
| | | 5.2 Customer commitment to agreed option is gained in accordance with workplace requirements |
| | | 5.3 Documentation is completed following workplace procedures, including any required specification sheets for products selected |
| | | 5.4 Assistance with any paperwork requiring completion by customer is provided, where appropriate |
| 6 | Finalise process | 6.1 Sample products are returned to storage, as required |
| | | 6.2 Contact is maintained with customer throughout |

manufacture and installation process, if required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Tools and equipment include:

- measuring and calculating equipment:
 - tapes
 - rulers
 - calculators
 - computers

Materials include:

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

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices

Information and

- workplace procedures relating to the use of tools and equipment

procedures include:

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3011B Advise customers on interior decoration.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3010 Advise customers on interior decoration

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify products and materials used in interior decoration and any special handling requirements for those materials
- Advise customers on at least three (3) occasions involving both fabric and colour selections
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plans and worksheets
- Colour coordination and matching
- Fabric types and applications
- Current trends in soft furnishing styles

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to sample fabrics and products, visual aids and customer specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3011 Install motorised curtains and blinds

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing motorised curtains and blinds in residential and commercial locations.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking motorised curtains and blinds installation work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify products, fittings and attachments to be used	<p>1.1 Type of motorised curtain or blind to be installed is identified from work order</p> <p>1.2 Required materials and tools are identified from work instructions and, where necessary, site inspection</p> <p>1.3 Location of available power point is checked for suitability</p> <p>1.4 Installation of power point in suitable location is arranged, if required</p>
2 Plan process for fitting	<p>2.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are</p>

- observed throughout the work
- 2.2 Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self
 - 2.3 Manufacturer information on products used is located and used to plan work
 - 2.4 Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work
 - 2.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
- 3 Complete fitting operations
- 3.1 Work plan is followed ensuring compliance with workplace procedures and WHS requirements
 - 3.2 Tracks or blinds are installed and tested for correct operation
 - 3.3 Curtains are attached to tracks and checked for smooth and even operation and hanging, including limits
 - 3.4 Curtain or blind height and floor clearance is checked and compared to work order requirement
- 4 Clean work area
- 4.1 Worksite and any equipment used is cleaned and stored appropriately
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed
 - 4.3 Completed work is inspected and compared to workplace quality requirements
 - 4.4 Fittings, curtains and blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Motorised curtains and blinds include:	<ul style="list-style-type: none">• battery• plug-in mains power
Tools and equipment include:	<ul style="list-style-type: none">• hand or power operated tools• drills• hammers• screwdrivers
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3012B Install motorised curtains and blinds.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3011 Install motorised curtains and blinds

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Install at least one (1) motorised curtain and one (1) motorised blind
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Basic low voltage motor theory
- Types, characteristics, uses and limitations of motorised curtain systems
- Features and use of relevant equipment, processes and procedures
- Work flow in relation to fitting electric motors, curtains, blinds and tracks

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to motors, curtains, tracks, appropriate quality specifications and instructions.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3012 Follow patterns to produce soft furnishing accessories

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing soft furnishing accessories following the requirements of patterns.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify work requirements	1.1	Job requirements are identified from work instructions and patterns
		1.2	Pattern is interpreted to determine work specifications
		1.3	Instructions for sequencing of work and particular measurements or adjustments are interpreted
		1.4	Work sequence is planned, including quality checkpoints
2	Prepare for work	2.1	Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work
		2.2	Suitable work area is selected for the tasks

- | | | |
|---|---------------------|--|
| | 2.3 | Materials are selected to match customer requirements, suitability for the purpose and the work instructions |
| | 2.4 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete production | 3.1 Soft furnishing accessories are produced following work instructions |
| | | 3.2 Work is checked against patterns and worksheets at the identified checkpoints |
| | | 3.3 Non-conformity with enterprise quality standards is rectified |
| 4 | Finalise operations | 4.1 Completed work is checked against required quality standard |
| | | 4.2 Documentation or reporting is completed following workplace procedures |
| | | 4.3 Work area is cleaned, tools and equipment are returned to storage |
| | | 4.4 Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the

work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Soft furnishings include:**
- cushions
 - tie-backs
 - bolsters
 - soft tableware
 - slip-on covers
- Tools and equipment include:**
- measuring and calculating equipment:
 - tapes
 - rulers
 - calculators
 - computers
 - fabric and general cutting and sewing tools:
 - scissors
 - saws
 - drills
 - staplers
 - sewing machines
 - hemming machines
 - overlockers
 - glue guns
- Materials include:**
- plain and patterned fabric
 - velvet
 - vinyl
 - piping cords
 - wadding
 - foam
 - zips and fasteners
- Pattern interpretation is to identify or determine:**
- type of material specified
 - required tools and equipment for the task
 - number and type of soft furnishing accessories to be produced

- Personal protective equipment includes:**
- quality requirements
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3013B Follow patterns to produce soft furnishing accessories.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3012 Follow patterns to produce soft furnishing accessories

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Produce at least three (3) different types of soft furniture accessories, which are to include one (1) padded, piped and shaped tie back, one (1) piped cushion and one (1) bolster
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics and production requirements for soft furnishing accessories
- Process for the interpretation of patterns
- Features and use of relevant equipment, processes and procedures
- Work flow in relation to soft furnishing accessory production

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to patterns, materials and work orders.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSF3013 Provide technical advice to customers

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers providing advice to customers on a range of technical issues that impact on soft furnishing types, uses and installation issues, including wall structures, interior design principles, motorisation, energy conservation and interpretation of architectural drawings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking technical advisory work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify customer requirements	1.1	Questioning techniques are applied to determine the nature of customer requirements
		1.2	Potential site problems or site-specific requirements are identified
2	Access and interpret information	2.1	All available information relating to customer-specific requirements is gathered, recorded and confirmed with the customer
		2.2	Information on options that potentially meet the customer's

		requirements is accessed and interpreted
3	Provide advice to customer	<p>3.1 Viable options relating to products, techniques or solutions that are relevant to the customer's requirements are generated</p> <p>3.2 Information on available options relating to products, techniques or solutions is provided to the customer</p> <p>3.3 Features, benefits, limitations and safety implications relating to available options are explained to the customer</p> <p>3.4 The customer is advised to seek specialist advice, where warranted</p>

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none"> measuring and calculating equipment: <ul style="list-style-type: none"> tapes rulers

- calculators
- computers
- Materials include:**
 - product and fabric samples
 - visual aids:
 - photographs
 - magazines
 - trade brochures
 - sketches
 - technical drawings
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3014B Provide technical advice to customers.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSF3013 Provide technical advice to customers

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Provide advice to customers on three (3) occasions with each involving a different central subject
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plans, drawings and worksheets
- Interior design principles
- Types of motorisation
- Energy conservation methods
- Types of wall and ceiling construction

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to sample products, visual aids and customer specifications.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL2001 Assemble leadlight and stained glass components

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assembling leadlight and stained glass components using a range of fixing and joining components.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---------------------------|-----|---|
| 1 | Plan and prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to the assembly of leadlight and stained glass components are verified and complied with |
| | | 1.2 | Tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability, and any faults rectified or reported prior to commencement |
| | | 1.3 | Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use |
| | | 1.4 | Workplace environment considerations are identified and measures to reduce noise, dust and obstacles are applied |

- | | | | |
|---|--|-----|--|
| | | 1.5 | Assembly sequence is planned |
| | | 1.6 | Fixing and joining devices are selected in accordance with work instructions and type of materials to be joined |
| | | 1.7 | Jigs are selected and checked for suitability of purpose |
| 2 | Assemble components | 2.1 | Components are laid out and assembled using jigs and appropriate fastenings |
| | | 2.2 | Hand and/or power tools, and equipment are used, as required |
| | | 2.3 | Assembled work is checked for compliance with specifications |
| | | 2.4 | Components are prepared, assembled and fitted in accordance with specifications |
| | | 2.5 | Work which does not meet quality specifications is repaired or tagged for further processing or recycling/disposal |
| | | 2.6 | Finished products are organised and stored in holding area |
| 3 | Clean work area and maintain equipment | 3.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 3.2 | Waste and scrap are removed following workplace procedures |
| | | 3.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 3.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Components include: | <ul style="list-style-type: none">• panels• door inserts• frames• limited basic end items |
| Tools and equipment include: | <ul style="list-style-type: none">• benches• light boxes• glass grinders• lead knives• lead vice• lathekins• farriers nails• glass cutters• grozing and small running pliers• soldering irons and bits• suede• cleaning and polishing brushes• pickers |
| Materials include: | <ul style="list-style-type: none">• coloured/plain glass panels• patterns/templates• timber lathes• ornamental fittings• lead came• solder and fluxes |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets |

Information and procedures include:

- gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls
-
- workplace procedures relating to the use of tools and equipment and personal protective equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL2001B Assemble leadlight and stained glass components.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL2001 Assemble leadlight and stained glass components

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Assemble leadlight and stained glass components, including one (1) each from a panel, door insert and frame, to industry standards
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for assembling leadlight and stained glass components
- Organisational and site standards, requirements, policies and procedures for component assembly
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of leadlight and stained glass components and materials used in assembly
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to assembly of leadlight and stained glass components.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL3001 Apply product and material knowledge to leadlight and stained glass operations

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying product and material knowledge to leadlight and stained glass operations by identifying types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify and respond to glass and material properties	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with
		1.2	The types of glass and inherent characteristics are analysed to select the optimum glass for the product
		1.3	The characteristics and properties of leadlight and stained glass are identified and considered
		1.4	The properties and impacts of metals are identified and considered
2	Apply visual	2.1	Correct visual procedures using natural and artificial light

	evaluation techniques to glass products	are followed
		2.2 Characteristics of glass styles are explained
		2.3 Glass is identified according to style
		2.4 The quality and style of glass are evaluated ensuring conditions for evaluation are as favourable as possible
3	Respond to the impact of glass properties	3.1 The cause and effects on the age of glass is considered and responded to
		3.2 The cause and effects on the glass of structural insecurity is considered and responded to
		3.3 The cause and effect of weather extremes are considered and responded to
		3.4 Records are maintained according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation

	insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving
Types of glass include:	<ul style="list-style-type: none">• clear, translucent and opaque• coloured• stained• textured
Metals used in leadlight and stained glass include:	<ul style="list-style-type: none">• lead• copper
Glass faults include:	<ul style="list-style-type: none">• venting• cracking• fading• slumping
Other faults include:	<ul style="list-style-type: none">• oxidation• breakage• structural insecurity
Records and reports include:	<ul style="list-style-type: none">• product type• size• inspection• inspection outcomes• quality outcomes• storage locations
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL3001B Apply product and material knowledge to leadlight and stained glass operations.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL3001 Apply product and material knowledge to leadlight and stained glass operations

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify leadlight and stained glass types, and apply their properties, uses and limitations to work tasks
- Determine the likely effects of a range of faults on leadlight and stained glass products
- Determine the likely impact of various environmental effects on leadlight and stained glass products
- Apply product and material knowledge in two (2) differing leadlight and stained glass operations
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for leadlight and stained glass operations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- Leadlight and stained glass construction and repair terminology and techniques
- Leadlight and stained glass types, characteristics, production methods and faults
- Organisational and site standards, requirements, policies and procedures for leadlight and stained glass operations

- Types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution in the leadlight and stained glass environment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to examples of leadlight and stained glass, and samples of metals.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL3002 Protect stained glass and leadlighting

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers protecting stained glass and leadlighting for security, environmental and heritage purposes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify protection requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with
		1.2	The process for achieving protection of stained glass and leadlighting is identified
		1.3	Types and quantities of materials required for the protection of stained glass and leadlighting are identified from plans or work instructions
2	Prepare to protect stained glass and leadlighting	2.1	Work sequence is determined in a logical order to suit the job
		2.2	Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work,

			serviceable and in a safe condition
3	Install protection	3.1	Protection materials are cut, shaped and formed to ensure correct size and application
		3.2	Protection materials are installed or fitted
		3.3	Problems occurring during the operation are identified and rectified
4	Finalise the protection process	4.1	Protected glass is inspected for quality of work and repaired, as required
		4.2	Waste and scrap material are removed for disposal or recycling, as required
		4.3	Work area is cleaned and rubbish disposed of, as appropriate
		4.4	Tools, equipment and unused materials are cleaned, removed and stored appropriately
		4.5	Workplace records are maintained according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative

	obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
Protection includes:	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving• the requirement for security, protection from vandalism, protection for environmental reasons and protection for heritage reasons• use of protective films, wire barriers, synthetic (plastic) sheets, double glazing and other glass panelling• limitations due to aesthetic reasons
Materials include:	<ul style="list-style-type: none">• protective film• wire meshing• synthetic (plastic) sheet• double glazed panels• armoured glass• materials required to apply or install these
Tools and equipment include:	<ul style="list-style-type: none">• work benches• squeegees and holsters• cutting and glazing tools• electric and pneumatic portable power tools• saws• drills• portable compressors• general hand tools
Records include:	<ul style="list-style-type: none">• the product type• size• inspection• inspection outcomes• quality outcomes• storage locations
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans,

- drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL3004B Protect stained glass and leadlighting.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL3002 Protect stained glass and leadlighting

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify a range of protection methods, their properties, uses and limitations
- Determine the likely impact of various environmental effects on protected leadlight and stained glass
- Protect a stained glass and leadlight component on at least two (2) occasions to achieve required outcomes
- Comply with legislation, regulations, standards, codes of practice, and established safe practices and procedures protecting leadlight and stained glass
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- Leadlight and stained glass protection terminology and techniques
- Organisational and site standards, requirements, policies and procedures for the protection of leadlight and stained glass
- Types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations

- Characteristics and properties of materials used in the protection of leadlight and stained glass
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to protecting leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL3003 Fabricate and install residential leadlight and stained glass windows and doors

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, fabricating and installing residential leadlight and stained glass windows and doors.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with
		1.2	The process for fabricating and installing leadlight and stained glass windows and doors is identified
		1.3	Types and quantities of materials required are calculated from plans or work instructions or by measuring the fixture opening
		1.4	Cutting lists are prepared from plans, work instructions or

			measurements of opening to suit the window or door to be installed
		1.5	Fittings, fixings and joining devices or materials are selected
		1.6	Tools and equipment appropriate to the fixing method are identified
2	Prepare for work	2.1	Work sequence is determined in a logical order to suit the job
		2.2	Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
		2.3	Components of the leadlight and stained glass window or door are checked against specifications or job order
3	Fabricate and install leadlight and stained glass windows and doors	3.1	Materials are cut to cutting list requirements
		3.2	Components of leadlight and stained glass window or door are assembled
		3.3	Fittings are installed to window or door in accordance with workplace procedures or industry practice
		3.4	Window or door is installed
4	Finalise the installation	4.1	Installed window or door is inspected for quality of work and repaired, re-fabricated or reinstalled, as required
		4.2	Waste and scrap material are removed for disposal or recycling, as required
		4.3	Work area is cleaned and rubbish disposed of, as appropriate
		4.4	Tools, equipment and unused materials are cleaned and removed and stored appropriately
		4.5	Workplace records are maintained according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|-------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Windows include: | <ul style="list-style-type: none">• fixed• sliding• double hung• casement and awning windows• double glazed windows |
| Doors include: | <ul style="list-style-type: none">• sliding• hinged• bi-fold |
| Materials include: | <ul style="list-style-type: none">• leadlight or stained glass panels• annealed glass• safety glass• patterned glass• tinted• heat-reflective• insulated glass units• aluminium alloys and steel• fasteners• plastics |

	<ul style="list-style-type: none">• sealants• tapes• vinyls• gaskets• timber reveals• flashings• hardware:<ul style="list-style-type: none">• locks• wheels• stays• hinges• springs and balances• any component required for the operation of residential windows and doors
Tools and equipment include:	<ul style="list-style-type: none">• assembly benches• drop and up-cut saws• pneumatic, hydraulic and manual presses• frame and sash tooling• copy routers• end millers• crimpers• electric and pneumatic powered drills• screwdrivers• pop rivet guns• glue guns• general hand tools
Records include:	<ul style="list-style-type: none">• product type• size• inspection• inspection outcomes• quality outcomes• storage locations
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and

procedures include:

- equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL3005B Fabricate and install residential leadlight and stained glass windows and doors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL3003 Fabricate and install residential leadlight and stained glass windows and doors

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify leadlight and stained glass windows and doors, their properties, uses and limitations
- Assess the likely impact of various environmental effects on leadlight and stained glass windows and doors
- Fabricate and install at least one (1) residential leadlight and stained glass window and one (1) residential leadlight and stained glass door
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for the fabrication and installation of leadlight and stained glass windows and doors
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- leadlight and stained glass windows and doors construction terminology and techniques
- Organisational and site standards, requirements, policies and procedures for fabrication and installation of leadlight and stained glass windows and doors

- Types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution in the leadlight and stained glass environment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate calculation methods for stained glass operations

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to fabricating and installing leadlight and stained glass windows or doors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL3004 Prepare and install architectural engineered leadlight and stained glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing and installing leadlight and stained glass in structural and other architecturally engineered applications.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|-------------------------------------|--|
| <p>1 Identify work requirements</p> | <p>1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with</p> <p>1.2 Work requirements in the form of type of leadlight and stained glass, frames and the method of fixing are identified, confirmed and clarified with appropriate personnel</p> <p>1.3 The process for preparing and installing architecturally engineered leadlight and stained glass is identified</p> |
|-------------------------------------|--|

- | | | | |
|---|--|-----|---|
| 2 | Prepare for installation | 2.1 | Work sequence is determined in a logical order to suit the job |
| | | 2.2 | Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition |
| | | 2.3 | Components of the leadlight and stained glass are checked against specifications or job order |
| | | 2.4 | Leadlight and stained glass fixing method is selected |
| | | 2.5 | Frame or opening is prepared to receive leadlight and stained glass |
| | | 2.6 | Fixing and sealing materials are prepared by mixing or cutting to length, as appropriate |
| 3 | Identify site conditions and constraints | 3.1 | Site safety hazards are recognised and corrective action taken to reduce risk of injury to self and others |
| | | 3.2 | On-site difficulties are identified and addressed in accordance with regulations and enterprise agreements |
| | | 3.3 | Special characteristics of the leadlight and stained glass aperture are identified in relation to the effect of the fitting process on the finished job |
| | | 3.4 | Covering material is applied, where necessary, to protect existing fixtures and fittings |
| 4 | Fit leadlight and stained glass | 4.1 | Leadlight and stained glass is fixed to the frame or opening using the selected method |
| | | 4.2 | Solvents and sealants are applied |
| | | 4.3 | Leadlight and stained glass and/or frame are cleaned after fixing |
| 5 | Finalise the installation | 5.1 | Completed installation is checked to ensure compliance |
| | | 5.2 | Waste and scrap material are removed for disposal or recycling, as required |
| | | 5.3 | Work area is cleaned and rubbish disposed of, as appropriate |
| | | 5.4 | Tools, equipment and unused materials are cleaned, |

removed and stored appropriately

- 5.5 Workplace records are maintained according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving

- Appropriate personnel include:**
- architects
 - engineers
 - supervisors
 - suppliers
 - clients
 - colleagues
 - managers

- Architecturally engineered leadlight and stained glass includes:**
- curtain walls
 - infill and structural balustrade
 - suspended and overhead glass
 - toughened glass assemblies
 - aluminium systems, including planar assemblies

	<ul style="list-style-type: none">• curtain wall systems• spider assemblies• panel wall systems (hung and stacked)• watertight glazing techniques, including the use of silicone
Tools and equipment include:	<ul style="list-style-type: none">• assembly benches• drop and up-cut saws• pneumatic, hydraulic and manual presses• lifting equipment• frame tooling• copy routers• end millers• crimpers• electric and pneumatic powered drills and screwdrivers• pop rivet guns• glue guns• general hand tools
Materials include:	<ul style="list-style-type: none">• leadlight or stained glass panels• annealed glass• safety glass• patterned glass• tinted• heat-reflective• insulated glass units• steel• fasteners• plastics• sealants• tapes• vinyls• gaskets• timber reveals• flashings
Fixing method includes:	<ul style="list-style-type: none">• consideration of the technical specification, type of glass and frame, security requirements, sealing methods and relevant Australian Standards
Preparation include:	<ul style="list-style-type: none">• cleaning• surface preparation, if required• checking size against specification
Records include:	<ul style="list-style-type: none">• the product type• size• inspection• inspection outcomes

- | | |
|--|---|
| Personal protective equipment includes: | <ul style="list-style-type: none">• quality outcomes• storage locations• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFSL3006B Prepare and install architectural engineered leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL3004 Prepare and install architectural engineered leadlight and stained glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify structural leadlight and stained glass, their properties, uses and limitations
- Assess the likely impact of various environmental effects on architectural leadlight and stained glass
- Prepare and install at least one architecturally engineered leadlight and stained glass component that can be a curtain wall/panel, suspended panel or a balustrade
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for structural leadlight and stained glass
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- Architectural leadlight and stained glass construction terminology and techniques
- Organisational and site standards, requirements, policies and procedures for preparation and installation of architectural leadlight and stained glass
- Types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Environmental protection requirements relating to the disposal of waste material

- Established communication channels and protocols
- Relevant problem identification and resolution
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a location, materials, equipment and specifications relevant to installing structural leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL3005 Paint and fire glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying patterns and/or designs to glass with vitreous paints to achieve specific outcomes through the firing of glass.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1 Identify painting and firing requirements | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with |
| | 1.2 Types and quantities of patterns, designs and materials required are identified from plans or work instructions |
| | 1.3 The processes for painting patterns and designs onto glass and achieving specific outcomes through the firing of glass are identified |
| 2 Prepare to paint and fire glass | 2.1 Painting sequence is determined in a logical order to suit the job |
| | 2.2 Tools, equipment and materials are selected and checked prior to use to ensure they are appropriate for painting and |

- firing, serviceable and in a safe condition
- 2.3 Patterns and design templates are checked against specifications or job order
 - 2.4 Paint colours are matched against the plan or work order and glass prepared for painting
- 3 Apply vitreous paint
- 3.1 Paint is applied to the glass surface in accordance with the pattern or design template
 - 3.2 Any problems occurring during the painting operation are identified and rectified
- 4 Conduct firing operations
- 4.1 Firing sequence is determined in a logical order to suit the job
 - 4.2 Kiln is checked prior to use to ensure it is appropriate for the firing, serviceable and in a safe condition
 - 4.3 Kiln components and controls, including emergency stops and guards, are identified and checked for correct operation
 - 4.4 Glass is prepared for firing and kiln equipment is operated, adjusted and monitored to ensure correct product quality and output
 - 4.5 Any problems occurring during the firing operation are identified and rectified
- 5 Finalise the work
- 5.1 Painted and fired glass is inspected for quality of work and repaired or discarded, as required
 - 5.2 Waste and scrap material are removed for disposal or recycling, as required
 - 5.3 Work area is cleaned and rubbish disposed of, as appropriate
 - 5.4 Tools, equipment and unused materials are cleaned and removed and stored appropriately
 - 5.5 Workplace records are maintained according to workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Patterns and designs include:	<ul style="list-style-type: none">• freehand or computer-drawn templates• artwork to be transferred to glass• designs to be transferred to glass• other patterns
Materials include:	<ul style="list-style-type: none">• clear, coloured or painted glass• vitreous paints• bedding sand• marking and masking materials
Specific outcomes include:	painting <ul style="list-style-type: none">• staining• forming
Tools and equipment include:	<ul style="list-style-type: none">• work benches• light tables• paint brushes and other applicators• general hand tools• firing kiln
Preparation includes:	<ul style="list-style-type: none">• cleaning• marking

- masking
- applying templates
- Records include:**
 - product type
 - size
 - inspection
 - inspection outcomes
 - quality outcomes
 - storage locations
- Personal protective equipment includes:**
 - that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment and personal protective equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL3007A Paint and fire glass.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL3005 Paint and fire glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify glass suitable for painting and firing, their properties, uses and limitations
- Identify the properties and limitations of glass when heat is applied and the likely impact of various environmental effects on painted and fired glass
- Paint and fire glass on at least one occasion using freehand process and on at least one other occasion using a template process to achieve required outcomes
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for the painting of glass with vitreous paints and firing glass to meet specified outcomes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards, codes of practice, organisational and site standards, requirements, policies and procedures relevant to the painting and firing of glass for leadlight and stained glass operations
- Glass painting and firing terminology and techniques
- Types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Types of vitreous paints, their characteristics, properties, uses and limitations
- Operation of glass firing kiln

- Characteristics and properties of glass when heat is applied
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to painting glass with vitreous paints.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL5001 Assess conservation requirements

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers assessing leadlight and stained glass panels in order to identify and document their conservation requirements.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify conservation assessment requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with
		1.2	Purpose of the assessment is established, confirmed and clarified with appropriate personnel
		1.3	Assessment outcomes are identified and confirmed
2	Plan assessment processes	2.1	Location of the leadlight and stained glass panels to be assessed is identified and observed

- | | | | |
|---|---------------------------------------|-----|---|
| | | 2.2 | Assessment sequence is identified and a work plan is developed |
| | | 2.3 | Tools and equipment required for the assessment are identified |
| | | 2.4 | Approval of assessment plan is obtained as required by agreed procedures |
| 3 | Prepare for the assessment | 3.1 | Tools and equipment are assembled, positioned and checked prior to use to ensure they are appropriate for the assessment, serviceable and in a safe condition |
| | | 3.2 | Plans and other documents are assembled and positioned to allow for confirmation of the panel structure and placement |
| | | 3.3 | Photographs are taken of the panel for documentation of condition and for later reference |
| 4 | Assess the panel | 4.1 | Glass faults are identified and noted |
| | | 4.2 | Structural faults or problems are identified and noted |
| | | 4.3 | Environmental effects are identified and noted |
| | | 4.4 | Other problems are identified and noted |
| 5 | Finalise and report on the assessment | 5.1 | Tools and equipment are removed, cleaned and stored appropriately |
| | | 5.2 | Assessment area is cleaned and rubbish disposed of, as appropriate |
| | | 5.3 | Conservation requirements resulting from the assessment are determined and confirmed with appropriate personnel |
| | | 5.4 | Condition report is prepared and provided, as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion and apply judgement and problem solving to complex issues
Appropriate personnel include:	<ul style="list-style-type: none">• clients• architects• engineers• construction supervisors• members of heritage committees• government agencies• other specialist artisans, such as stonemasons, where appropriate
Assessment outcomes include:	<ul style="list-style-type: none">• the requirement to conserve the leadlight or stained glass panels• the cost of conservation• recommendations on future tasks
Tools and equipment include:	<ul style="list-style-type: none">• work benches• ladders and scaffolding• cameras• magnifying glasses• lights• general hand tools
Plans and other documents include:	<ul style="list-style-type: none">• original architectural plans• original drawings, cartoons and cut lines for glass panel• historical documentation and photographs• charcoal rubbings• sketches
Glass faults include:	<ul style="list-style-type: none">• cracking• crazing and missing sections• deterioration of glass paint

	<ul style="list-style-type: none">• loose or flaking paint• corroding glass through water or chemical action
Structural faults include:	<ul style="list-style-type: none">• oxidation and rusting supports• panel frame deterioration• buckled and bowing panels• cracked comes and defective putty• faulty frames or frame settings• broken tie wires and support bars
Environmental effects include:	<ul style="list-style-type: none">• colour changes• surface etching• lead oxidation
Other problems include:	<ul style="list-style-type: none">• building, wall and roof problems requiring specific remedial action, not directly related to the panel
Conservation includes:	<ul style="list-style-type: none">• advice in the Australia International Council on Monuments and Sites (ICOMOS) Burra Charter as meaning all of the processes of looking after a place needed to retain cultural significance• preservation, restoration, reconstruction and adaptation dependent upon specific circumstances (or a combination of more than one of these) respecting and understanding the requirements of other specialist crafts and the role of other specialist artisans
Preservation includes:	<ul style="list-style-type: none">• maintaining the leadlight and stained glass panel in its existing state and of retarding deterioration
Restoration includes:	<ul style="list-style-type: none">• returning the leadlight and stained glass panel to a known earlier state by removing accretions or by re-assembling existing components without the introduction of new material
Reconstruction includes:	<ul style="list-style-type: none">• returning the leadlight and stained glass panel to a known earlier state and is distinguished by the introduction of new materials
Condition report includes:	<ul style="list-style-type: none">• detailing the extent of the problems• recommended solutions, including methodologies• photographic evidence of current condition and location• legislative requirements related to heritage leadlight and stained glass and their effect on the recommendations and probable costing
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats

Information and procedures include:

- safety footwear
- aprons and overalls
- workplace procedures relating to the use of tools and equipment and personal protective equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL5001B Assess conservation requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL5001 Assess conservation requirements

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and interpret heritage legislation as it applies to leadlight and stained glass panels
- Identify historical leadlight and stained glass panel construction methods
- Identify framing, structural and construction techniques relevant to leadlight and stained glass panels
- Identify the outcomes of various environmental effects on leadlight and stained glass panels
- Identify faults and problems with leadlight and stained glass panels, and their remedial methods
- Inspect a minimum of two (2) separate and differing leadlight and stained glass installations, assess the conservation requirements and draft a report of findings with recommendations
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for the assessment of conservation requirements of leadlight and stained glass panels
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- Leadlight and stained glass panels construction and repair terminology and techniques
- The principles and guidelines of the Australia International Council on Monuments and Sites (ICOMOS) Burra Charter
- Organisational and site standards, requirements, policies and procedures for the assessment of leadlight and stained glass panels
- Types of glass and other materials, historically used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Environmental effects on leadlight and stained glass panels
- Heritage requirements specific to leadlight and stained glass
- Established communication channels and protocols
- Relevant problem identification and resolution in the heritage leadlight and stained glass environment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to the assessment of leadlight and stained glass panels to meet conservation requirements.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL5002 Remove heritage leadlight and stained glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers removing heritage leadlight and stained glass panels in order to conserve them.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---------------------------------------|---|
| 1 Identify panel removal requirements | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to heritage leadlight and stained glass operations are verified and complied with |
| | 1.2 Purpose of the removal is established confirmed and clarified with appropriate personnel |
| | 1.3 Removal outcomes are identified and confirmed |
| 2 Plan removal processes | 2.1 Location of the leadlight and stained glass panel to be removed is identified and observed |

- | | | |
|---|------------------------------------|--|
| | 2.2 | Removal sequence is identified and a work plan is developed |
| | 2.3 | Tools and equipment required for the removal are identified |
| | 2.4 | Approval of removal plan is obtained as required by agreed procedures |
| 3 | Prepare for removal | 3.1 Tools and equipment are assembled, positioned and checked prior to use to ensure they are appropriate for the removal, serviceable and in a safe condition |
| | 3.2 | Supporting frames and storage materials are prepared and positioned |
| | 3.3 | Plans and other documents are assembled and positioned to allow for confirmation of the panel structure and placement |
| | 3.4 | Photographs are taken of the panel for later reference |
| 4 | Remove the panel | 4.1 Supporting frames are secured to the panel |
| | 4.2 | Panel structural supports are removed and stored |
| | 4.3 | Panel is removed and placed in the storage area or crated for transport |
| | 4.4 | Any structural damage is identified and noted |
| 5 | Finalise and report on the removal | 5.1 Removed panel is inspected |
| | 5.2 | Tools and equipment are removed |
| | 5.3 | Removal area is cleaned and rubbish disposed of |
| | 5.4 | Removal report is prepared and provided |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion and apply judgement and problem solving to complex issues
Appropriate personnel include:	<ul style="list-style-type: none">• clients• architects• engineers• construction supervisors• members of heritage committees• government agencies• other specialist artisans, such as stonemasons
Removal outcomes include:	<ul style="list-style-type: none">• the requirement to dismantle, move and store leadlight or stained glass panels prior to any conservation work being undertaken <p>dismantling the panel without further damage as it is being removed</p>
Tools and equipment include:	<ul style="list-style-type: none">• work benches• ladders and scaffolding• cameras• magnifying glasses• lights• cranes• forklifts• general hand tools
Supporting frames include:	<ul style="list-style-type: none">• wooden or metal frames that support the leadlight and stained glass panels during the removal process
Storage materials include:	<ul style="list-style-type: none">• boxes <p>frames, crates and other materials used to store and protect the leadlight and stained glass panel following removal and while</p>

	being transported
Plans and other documents include:	<ul style="list-style-type: none">• original architectural plans• original drawings, cartoons and cut lines of the glass panel• historical photographs, charcoal rubbings and sketches
Removal report includes:	<ul style="list-style-type: none">• the extent of any damage to the surrounding building or fixture• any damage to the panel• any recommendations as to future requirements
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL5002B Remove heritage leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL5002 Remove heritage leadlight and stained glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and interpret heritage legislation as it applies to leadlight and stained glass panels
- Identify historical leadlight and stained glass panel construction methods
- Identify framing, structural and construction techniques relevant to leadlight and stained glass panels
- Identify appropriate panel removal methodologies
- Remove a heritage leadlight and stained glass installation and store it to meet conservation requirements on at least two (2) occasions
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for the removal of heritage leadlight and stained glass panels
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- Leadlight and stained glass panels construction and repair terminology and techniques
- The principles and guidelines of the Australia International Council on Monuments and Sites (ICOMOS) Burra Charter

- Organisational and site standards, requirements, policies and procedures for the removal of heritage leadlight and stained glass panels
- Types of glass and other materials historically used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Heritage requirements specific to leadlight and stained glass
- Engineering aspects of supporting leadlight and stained glass panels during the removal process
- Established communication channels and protocols
- Relevant problem identification and resolution for heritage leadlight and stained glass
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a panel, materials, equipment and specifications relevant to the removal of heritage leadlight and stained glass panels to meet conservation requirements.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL5003 Conserve heritage leadlight and stained glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers conserving heritage leadlight and stained glass by preservation, restoration or reconstruction under the principles determined by the Australia International Council on Monuments and Sites (ICOMOS) Burra Charter.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify conservation requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with
		1.2	Detailed inspections of the heritage leadlight and stained glass are conducted to verify conservation requirements
		1.3	Conservation requirements are identified, confirmed and clarified with appropriate personnel
2	Plan conservation processes	2.1	Conservation sequence is identified and a work plan is developed

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|---|---|-----|--|
| | | 2.2 | Tools and equipment required for the conservation are identified |
| | | 2.3 | Approval of conservation plan is obtained as required by agreed procedures |
| 3 | Prepare for the conservation process | 3.1 | Tools and equipment are positioned and checked prior to use to ensure they are appropriate for the task, serviceable and in a safe condition |
| | | 3.2 | Plans and other documents are positioned to allow for confirmation of the panel structure |
| | | 3.3 | Outline charcoal rubbings are made to confirm design during the process |
| | | 3.4 | Photographs are taken of the panel for later reference |
| 4 | Conduct the conservation process | 4.1 | Components requiring conservation are cleaned or disposed of |
| | | 4.2 | Decisions on conservation methods are confirmed |
| | | 4.3 | Replacement materials are selected and prepared |
| | | 4.4 | Measurements and tests are conducted to confirm conservation plan |
| | | 4.5 | Panel is assembled and checked against original data |
| 5 | Finalise and report on the conservation process | 5.1 | Conserved leadlight and stained glass panel is inspected for quality of work and problems rectified |
| | | 5.2 | Tools and equipment are removed, cleaned and stored appropriately |
| | | 5.3 | Conservation area is cleaned and rubbish disposed of, as appropriate |
| | | 5.4 | Panel is packaged and stored prior to movement and installation |
| | | 5.5 | Conservation report is prepared and provided, as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion and apply judgement and problem solving to complex issues |
| Conservation includes: | <ul style="list-style-type: none">• advice in the Australia ICOMOS Burra Charter as meaning all of the processes of looking after a place needed to retain cultural significance• preservation, restoration, reconstruction and adaptation dependent upon specific circumstances (it commonly involves a combination of more than one of these). It also requires that the stained glass conservator respects and understands the requirements of other specialist crafts and the role of other specialist artisans |
| Preservation includes: | <ul style="list-style-type: none">• maintaining the leadlight and stained glass panel in its existing state and of retarding deterioration |
| Restoration includes: | <ul style="list-style-type: none">• returning the leadlight and stained glass panel to a known earlier state by removing accretions or by re-assembling existing components without the introduction of new material |
| Reconstruction includes: | <ul style="list-style-type: none">• returning the leadlight and stained glass panel to a known earlier state and is distinguished by the introduction of new materials |
| Appropriate personnel | <ul style="list-style-type: none">• clients• architects |

include:	<ul style="list-style-type: none">• engineers• construction supervisors• members of heritage committees• government agencies• other specialist artisans, such as stonemasons
Tools and equipment include:	<ul style="list-style-type: none">• work benches• light tables• glass grinders• lead knives• lead vice• lathekins• farriers nails• glass cutters• grozing and small running pliers• soldering irons and bits• suede• cleaning and polishing brushers and pickers• general hand tools
Plans and other documents include:	<ul style="list-style-type: none">• original architectural plans• original drawings, cartoons and cut lines for glass panels• historical documents and photographs• charcoal rubbings• sketches
Replacement materials include:	<ul style="list-style-type: none">• glass• came• solder• putty
Preparation includes:	<ul style="list-style-type: none">• painting• cutting• rolling• soldering
Measurements include:	<ul style="list-style-type: none">• comparisons with the original plans or other available data
Tests include:	<ul style="list-style-type: none">• structural soundness testing and colour matching
Assembly includes:	<ul style="list-style-type: none">• the requirement to assemble sections in order to facilitate later installation
Conservation report includes:	<ul style="list-style-type: none">• detailing the extent of the conservation methods applied• problems encountered• methods of dealing with them• photographic records of process and assembly• details required by government bodies

Personal protective equipment includes:

- that prescribed under legislation, regulation and enterprise policies and practices:
 - gauntlets
 - gloves
 - safety glasses
 - hard hats
 - safety footwear
 - aprons and overalls

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFSL5003B Conserve heritage leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL5003 Conserve heritage leadlight and stained glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and interpret heritage legislation as it applies to leadlight and stained glass panels
- Identify historical leadlight and stained glass panel construction methods
- Assess and make decisions on conservation methods
- Identify faults and problems with leadlight and stained glass panels, and their remedial methods
- Conserve at least two (2) different heritage leadlight and stained glass panels in accordance with industry best practice
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for the assessment of conservation requirements of leadlight and stained glass panels
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- The principles of the Australia International Council on Monuments and Sites (ICOMOS) Burra Charter
- Leadlight and stained glass panels construction and repair terminology and techniques

- Organisational and site standards, requirements, policies and procedures for the assessment of leadlight and stained glass panels
- Types of glass and other materials, historically used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Preservation, restoration or reconstruction techniques and when to use them
- Heritage requirements specific to leadlight and stained glass
- Established communication channels and protocols
- Relevant problem identification and resolution in conservation of heritage leadlight and stained glass
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a panel, materials, equipment and specifications relevant to the conservation of heritage leadlight and stained glass panels.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL5004 Install heritage leadlight and stained glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers installing heritage leadlight and stained glass panels following their conservation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|---|-----|--|
| 1 | Identify and plan installation requirements | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with |
| | | 1.2 | Location of the leadlight and stained glass panel to be installed is established, confirmed and clarified with appropriate personnel |
| | | 1.3 | Installation sequence is identified and a work plan is developed |
| | | 1.4 | Tools and equipment required for the installation are identified |

- | | | | |
|---|---|-----|--|
| | | 1.5 | Approval of installation plan is obtained as required by agreed procedures |
| 2 | Prepare for installation | 2.1 | Tools and equipment are positioned and checked prior to use to ensure they are appropriate for the installation, serviceable and in a safe condition |
| | | 2.2 | Inspection of the opening where the panel is to be installed is conducted |
| | | 2.3 | Leadlight and stained glass panel is inspected to ensure its integrity while being installed |
| | | 2.4 | Plans and other documents are positioned to allow for confirmation of the panel structure and placement |
| | | 2.5 | Photographs are taken of the panel for later reference |
| 3 | Install the panel | 3.1 | Panel is installed and placed in position |
| | | 3.2 | Supporting frames are removed from the panel |
| | | 3.3 | Panel structural supports are installed and checked |
| | | 3.4 | Structural damage is identified and noted |
| | | 3.5 | Photographs of process of installation are taken for later reference |
| 4 | Finalise and report on the installation | 4.1 | Installed panel is inspected and damage resulting from the installation is identified and rectified |
| | | 4.2 | Tools and equipment are removed cleaned and stored appropriately |
| | | 4.3 | Removal area is cleaned and rubbish disposed of, as appropriate |
| | | 4.4 | Installation report is prepared and provided, as required |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate discretion and apply judgement and problem solving to complex issues
Appropriate personnel include:	<ul style="list-style-type: none">• clients• architects• engineers• construction supervisors• members of heritage committees• government agencies• other specialist artisans, such as stonemasons
Tools and equipment include:	<ul style="list-style-type: none">• work benches• ladders and scaffolding• cameras• magnifying glasses• lights• cranes• forklifts• general hand tools
Inspection includes:	<ul style="list-style-type: none">• measuring to determine if the panel is the correct size and ensuring that the supporting infrastructure required for the panel is in place
Plans and other documents include:	<ul style="list-style-type: none">• original architectural plans• original drawings, cartoons and cut lines of the panel• historical documents and photographs• contemporary photographs• charcoal rubbings• sketches
Installation includes:	the requirement to dismantle the panel prior to installation to stop further damage, and assembling the panel in place

Supporting frames include:	<ul style="list-style-type: none">• wooden or metal frames that support the leadlight and stained glass panels during its transportation and installation
Installation report includes:	<ul style="list-style-type: none">• detailing the extent of any damage to the surrounding building or fixture• any damage to the panel• any recommendations as to future requirements
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL5004B Install heritage leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL5004 Install heritage leadlight and stained glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify and interpret heritage legislation as it applies to leadlight and stained glass panels
- Identify historical leadlight and stained glass panel construction methods
- Identify framing, structural and construction techniques relevant to leadlight and stained glass panels
- Identify appropriate installation methodologies
- Install at least two (2) heritage leadlight and stained glass panels in different locations
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for the removal of heritage leadlight and stained glass panels
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- Lead light and stained glass panels construction and repair terminology and techniques
- The principles of the Australia International Council on Monuments and Sites (ICOMOS) Burra Charter
- Organisational and site standards, requirements, policies and procedures for the installation of heritage leadlight and stained glass panels

- Types of glass and other materials historically used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Heritage requirements specific to leadlight and stained glass
- Engineering aspects of supporting leadlight and stained glass panels during the installation process
- Established communication channels and protocols
- Relevant problem identification and resolution for heritage leadlight and stained glass
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a panel, materials, equipment and specifications relevant to the installation of heritage leadlight and stained glass panels following conservation work.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSL5005 Apply innovation in contemporary leadlight and stained glass

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying innovative techniques in the development of leadlight or stained glass works. It includes the adaptation of traditional techniques, such as leadlight and stained glass or other techniques, such as kiln-formed and laminated glass, and involves research and analysis of ideas with glassworks produced through experimentation and subsequent refinement of new ideas and techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Leadlight and Stained Glass

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|--|
| 1 Identify the potential or need for innovation | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to leadlight and stained glass operations are verified and complied with |
| | 1.2 Design or production elements are analysed to determine areas where research and experimentation may be appropriate |
| | 1.3 The potential for the use of new techniques and media are assessed to maximise the effectiveness of leadlight and stained glass |

- | | | | |
|---|--------------------------------------|-----|--|
| 2 | Conduct research | 2.1 | Relevant research is undertaken to identify historical, cultural and other factors that might influence techniques or media |
| | | 2.2 | Relevant ideas and approaches from other practitioners are researched, adapted and used with consideration of intellectual property, moral rights and copyright requirements |
| | | 2.3 | Appropriate specialists who may be able to contribute to the overall realisation of innovative leadlight and stained glass are identified |
| | | 2.4 | References are maintained in an accessible form to allow for use by other colleagues, as required |
| | | 2.5 | Research material is used to adapt styles for integration into leadlight and stained glass production |
| 3 | Experiment with techniques and media | 3.1 | Trials are conducted to establish the best ways in which the desired scenic art effect can be achieved |
| | | 3.2 | Results of experimentation are assessed, balancing the need for creative effectiveness and cost practicality |
| | | 3.3 | New materials, tools, equipment or technology are selected, adapted or introduced for the achievement of different effects |
| | | 3.4 | Colleagues are consulted to provide information on the results of experimentation and to make appropriate decisions on new techniques and media |
| | | 3.5 | Specific resource requirements which arise from the use of different techniques are set up or coordinated in accordance with workplace requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Research includes: | <ul style="list-style-type: none">• seeking out information in books, journals and newspapers• visiting exhibitions and museums• conducting material and technical experiments and tests• approaching individuals with relevant expertise• reviewing approaches of other practitioners |
| New techniques include: | <ul style="list-style-type: none">• screen printing• using computer design software• use of non-traditional materials and media• fusing different glass• sandwiching materials• applying different painting and firing techniques |
| New media includes: | <ul style="list-style-type: none">• fabrics• silks• metals• glass• canvas• gauze• wool• velour• paper• wood• film• computer-generated imagery |
| Intellectual property, moral rights and copyright requirements | <ul style="list-style-type: none">• the protocols for the adaptation of work by others• extent to which the work may be used• procedures for seeking permission to use the work of others, |

include:	including systems for the administration of copyright
Experimentation includes:	<ul style="list-style-type: none">• colour mixes• textures• materials• painting styles
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices:<ul style="list-style-type: none">• gauntlets• gloves• safety glasses• hard hats• safety footwear• aprons and overalls
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSL5005B Apply innovation in contemporary leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSL5005 Apply innovation in contemporary leadlight and stained glass

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Read and interpret design specifications and identify the properties of leadlight and stained glass
- Conduct research into new and innovative applications of leadlight and stained glass and apply in-depth knowledge of a wide range of techniques and media that may be used and adapted for leadlight and stained glass
- Create at least two (2) panels using differing innovative leadlight and stained glass effects
- Assess the likely impact of various environmental effects on leadlight and stained glass
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for leadlight and stained glass
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- Contemporary leadlight and stained glass construction terminology and techniques
- Organisational and site standards, requirements, policies and procedures for preparation of leadlight and stained glass operations

- Types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- Appropriate innovative and experimental leadlight and stained glass production techniques in 2-D and 3-D formats
- Colour theory, line, dimension, chiaroscuro, depth and their application to leadlight and stained glass
- Glass painting and firing techniques
- Use and properties of a range of paints and media for glass work
- Testing finished and unfinished materials used in innovative and contemporary leadlight and stained glass
- Research skills and sources of information to inform research and experimentation on leadlight and stained glass
- Costs and costing processes for leadlight and stained glass elements
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution for innovative and contemporary leadlight and stained glass
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to the production of innovative leadlight and stained glass.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSS2001 Rectify faults in product

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers identifying and rectifying faults in security screen and grille materials and products.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking security screens and grilles work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Security Screens and Grilles

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|---|
| 1 | Plan and prepare | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to rectifying faults in the manufacturing and installation of security screens and grilles are verified and complied with |
| | | 1.2 | Tools and equipment are selected to carry out tasks, are consistent with the requirements of the job, checked for serviceability, and any faults are rectified or reported prior to commencement |
| | | 1.3 | Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use |

		1.4	Workplace environment considerations are identified and measures to reduce noise, dust and obstacles are applied
2	Assess the fault to identify rectification issues	2.1	Faults are identified and inspected to confirm the extent and nature of the fault
		2.2	Faults are assessed to determine whether it is a defect in workmanship, process or material
		2.3	Verbal and/or written report on the nature of the defect and probable cause is provided
		2.4	Faults found are assessed for remedial solutions
		2.5	Solution to repair the fault is selected and planned
3	Rectify faults	3.1	Damage or defective area is prepared for repair
		3.2	Specialist instruments and repair tools are applied to rectify the fault
		3.3	Damage or defective area is finished to specification
		3.4	Documentation is completed outlining the nature of the fault, work conducted and outcome, in accordance with enterprise requirements
		3.5	Rectified parts are processed for inspection and returned to the production/installation sequence
4	Clean up work area	4.1	Work area is cleared and materials disposed of
		4.2	Tools and equipment are cleaned

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Faults include:**
- defects in workmanship or materials that affect the look or functional quality of the finished security screen or grille product
- Personal protective equipment includes:**
- that prescribed under legislation, regulation and enterprise policies and practices
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment and personal protective equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSS2002A Rectify faults in product.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSS2001 Rectify faults in product

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Inspect, assess and rectify at least five (5) separate and different faults to specifications and enterprise inspections requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for manufacturing and installing security screens and grilles
- Organisational and site standards, requirements, policies and procedures for manufacturing and installing security screens and grilles
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of steel and aluminium products and defects
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to rectifying faults in the manufacturing and/or installing security screens and grilles.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSS2002 Prepare product for Australian Standards testing

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing security screens and grilles for compliance testing against relevant Australian Standards. It does not cover the testing of the sample.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Security Screens and Grilles

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Identify sample for testing	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to the certification process are verified and complied with
		1.2	A sample is identified in accordance with Australian Standard requirements
2	Prepare documentation	2.1	Documentation is prepared in accordance with Australian Standards and organisational requirements
		2.1	Sample is packaged for transportation to a recognised testing facility in accordance with Australian Standard requirements
3	Complete report	3.1	Reports of tests are actioned in accordance with Australian Standards and organisational requirements

- 3.2 Where samples fail a test element, reports are presented to management for remedial action
- 3.3 Where samples pass, management ensures that product Certification of Compliance is prepared and an appropriate notice affixed to the product in accordance with Australian Standards and organisational requirements
- 3.4 Records of all processes and actions are included in the organisation's quality system

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Sample includes: | <ul style="list-style-type: none">• the product in the form of a production model security screen or grille with ancillary fittings, such as hinges and locks, where applicable |
| Actioned includes: | <ul style="list-style-type: none">• bringing the report findings to the attention of the appropriate organisational appointees responsible for resolving or processing the report's findings |
| Certification of | <ul style="list-style-type: none">• the marking/labelling able to be affixed to product once it |

Compliance includes:	has passed the appropriate test at an Australian Standards recognised testing facility
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSS2003A Prepare product for Australian Standards testing.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSS2002 Prepare product for Australian Standards testing

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for seeking the certification of compliance of security screens and grilles with Australian Standards
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Organisational and site standards, requirements, policies and procedures for certification of products in accordance with the Australian Standards
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to identifying a sample.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSS2003 Undertake surface preparation

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing surfaces, by hand or machine, for protective coatings, under-coatings and finishes using solvents.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Security Screens and Grilles

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Establish work requirements	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to surface preparation are verified and complied with
		1.2	Instructions, plans and/or work instructions are read and interpreted to identify processes and materials to complete work tasks
		1.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition
		1.4	Where required, appropriate solvent and application method is selected to meet job specification
2	Prepare worksite	2.1	Worksite is prepared in accordance with surface cleaning

	and set up equipment	activity
		2.2 Appropriate equipment and any required consumables are assembled, set up and prepared in accordance with manufacturer specifications and organisational procedures
		2.3 Hazards are recognised and steps adopted to ensure safety
3	Prepare surfaces using solvents as required	3.1 Surfaces are prepared for procedures
		3.2 Safe working environment for solvent use is established according to regulatory requirements and organisational procedures
		3.3 Solvents are applied
		3.4 Treated surface is neutralised and made safe to handle
		3.5 The area is made safe in accordance with organisational procedures
4	Prepare surfaces using mechanical means	4.1 Safe working environment for mechanical surface preparation is established according to regulatory requirements and organisational procedures
		4.2 Surfaces are prepared to specifications using mechanical means
		4.3 Adjustments are made, as required, to meet specifications
		4.4 Surface preparation faults are rectified as necessary
		4.5 Equipment used is cleaned and checked for damage and operational faults in accordance with organisational procedures
5	Ensure surfaces are adequately prepared and clean up	5.1 Surface preparation is assessed for cleanliness and conformance with specification
		5.2 Any faults in the surface preparation are identified and action taken to remedy them in accordance with procedures
		5.3 Problems are reported to a designated person
		5.4 Records and documentation are completed in accordance with organisational procedures

- 5.5 Work area is restored and waste disposed of in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|--------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Surface preparation includes: | <ul style="list-style-type: none">• the preparation of product material for finish coating, either powder coating or other paint type surface, through solvent or mechanical means• mechanical means include steel brush, file, and so on |
| Tools and equipment include: | <ul style="list-style-type: none">• files• hand rasps• hand finishing tools• power tools• jigs• power sanders |
| Materials include: | <ul style="list-style-type: none">• metal• aluminium• composite materials |

Hazards include:	<ul style="list-style-type: none">• acids• hydrocarbons and other solvents as both liquid or vapour• moving equipment and machinery• manual handling hazards
Solvents include:	<ul style="list-style-type: none">• acids• hydrocarbons
Application of solvents includes:	<ul style="list-style-type: none">• brush• spraying• wiping• dipping in a solvent bath
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSS2004A Undertake surface preparation.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSS2003 Undertake surface preparation

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare a minimum of two (2) surfaces for powder coating or other finish without the need for further preparation
- Complete work area housekeeping activities, including clean up, effectively and in accordance with organisational procedures
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Organisational and site standards, requirements, policies and procedures for the preparation of surfaces for coating
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Common surface contaminants
- Treatment for different substrates
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Safe handling of hazardous materials
- Storage systems and labelling

- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications for surface preparation.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSS3001 Install security screens and grilles

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers planning, preparing and installing security screens and grilles in residential and commercial locations.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking security screens and grilles work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Security Screens and Grilles

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.								
1 Plan and prepare for installation	<table><tr><td>1.1</td><td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to security screens and grilles installation are verified and complied with</td></tr><tr><td>1.2</td><td>Work order is reviewed, confirmed and clarified with appropriate personnel</td></tr><tr><td>1.3</td><td>Security screens and grilles are identified and checked against the work order and located ready for installation</td></tr><tr><td>1.4</td><td>Tools and equipment are selected appropriate to work requirements and checked for operational effectiveness</td></tr></table>	1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to security screens and grilles installation are verified and complied with	1.2	Work order is reviewed, confirmed and clarified with appropriate personnel	1.3	Security screens and grilles are identified and checked against the work order and located ready for installation	1.4	Tools and equipment are selected appropriate to work requirements and checked for operational effectiveness
1.1	Applicable work health and safety (WHS), legislative and organisational requirements relevant to security screens and grilles installation are verified and complied with								
1.2	Work order is reviewed, confirmed and clarified with appropriate personnel								
1.3	Security screens and grilles are identified and checked against the work order and located ready for installation								
1.4	Tools and equipment are selected appropriate to work requirements and checked for operational effectiveness								

- in accordance with manufacturer recommendations
- | | | | |
|---|---|-----|--|
| 2 | Prepare installation position for security screen or grille | 2.1 | Any existing screens and grilles are removed, where necessary, to make way for the security screens and grilles |
| | | 2.2 | Jamb stiles are assessed for the installation of the security screen/grilles frame and adjustments made as necessary |
| | | 2.3 | Frame is positioned and secured in place so that the head/sill is level and stiles plumb |
| | | 2.4 | Additional preparation for the locking mechanism is made where necessary |
| 3 | Install security screens and grilles | 3.1 | Security screen/grille is inserted in the frame and tested for operation of open and shut |
| | | 3.2 | Locking mechanism is installed and tested |
| | | 3.3 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.4 | Installation completion and equipment faults are recorded and reported to the appropriate personnel |
| 4 | Clean work area | 4.1 | Waste and scrap is removed following workplace procedures |
| | | 4.2 | Tools used are cleaned; inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 4.3 | Records and reports are completed to workplace requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Work orders include:	<ul style="list-style-type: none">• instructions for the removal of existing screens and grilles and the installation of security screens and grilles, including caveats on operational requirements, where applicable
Appropriate personnel include:	<ul style="list-style-type: none">• supervisors• suppliers• clients• colleagues• managers
Tools and equipment include:	<ul style="list-style-type: none">• hand and power tools• scaffolding• ladders• safety barricades
Records and reports include:	<ul style="list-style-type: none">• operating limitations or requirements• lock type and location of combination/keys (if applicable)• inspection outcomes where undertaken• quality outcomes• hazards, incidents or equipment malfunctions
Waste includes:	<ul style="list-style-type: none">• off-cuts• shavings• sawdust
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs

- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSS3001A Install security screens and grilles.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSS3001 Install security screens and grilles

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Install security screens and grilles in at least two (2) locations
- Conduct operator maintenance on tools and equipment and report faults
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperat

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for the installation of security screens and grilles
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to an installation location, materials, equipment and specifications relevant to the installation of security screens and grilles.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSS3002 Apply patterns and designs to security screens and grilles

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers producing repeatable designs to security screens and grilles through the use of patterns. It does not involve the formulation of the design but may require design adjustment to fit the particular job task.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Security Screens and Grilles

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|-------------------------------------|---|
| 1 Identify work requirements | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to machine material are verified and complied with |
| | 1.2 Work order is reviewed, confirmed and clarified with appropriate personnel |
| | 1.3 Design is interpreted to determine work specifications |
| | 1.4 Instructions for sequencing of work, particular measurements or adjustments are interpreted |
| | 1.5 Work sequence is planned, including quality checkpoints |

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| 2 | Prepare for work | 2.1 | Suitable work area is selected for the tasks |
| | | 2.2 | Materials are selected to match customer requirements, suitability for purpose and the work instructions |
| | | 2.3 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | | 2.4 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete construction | 3.1 | Patterns (where not already held of the design) are constructed following work instructions |
| | | 3.2 | Patterns are adjusted where specific variation to the work design is required |
| | | 3.3 | Work is checked against patterns and work sheets at the identified checkpoints |
| | | 3.4 | Any non-conformity with the required quality standards is rectified |
| 4 | Finalise work | 4.1 | Completed work is checked against required quality standard |
| | | 4.2 | Documentation or reporting is completed following workplace procedures |
| | | 4.3 | Work area is cleaned, tools and equipment are returned to storage |
| | | 4.4 | Unused materials are returned to storage and waste and scrap is dealt with following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Work orders include: | <ul style="list-style-type: none">• instructions for the design, materials and security rating from the worksite and includes:<ul style="list-style-type: none">• pattern• type• size• length• angle• quantity |
| Appropriate personnel include: | <ul style="list-style-type: none">• supervisors• suppliers• clients• colleagues• managers |
| Design includes: | <ul style="list-style-type: none">• the outline, sketch or plan to be constructed and includes:<ul style="list-style-type: none">• specifications of security rating• shape• length• width• height• material composition of the project |
| Pattern includes: | <ul style="list-style-type: none">• a model or form that can be used to guide the shape of the screen |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulation and enterprise policies and practices |

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFSS3002A Apply patterns and designs to security screens and grilles.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSS3002 Apply patterns and designs to security screens and grilles

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Apply a pattern/design to at least two (2) security screen/grille products
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for applying designs and patterns to security screen and grilles
- Organisational and site standards, requirements, policies and procedures for welding material
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- The process for interpreting patterns
- Work flow in relation to screen design make-up

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to security screen or grille design specifications.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSS3003 Resolve quality and compliance issues

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers resolving routine quality and compliance issues in the fabrication, assembly and installation of security screens and grilles.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking security screens and grilles work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Security Screens and Grilles

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|---------------------------|-----|--|
| 1 | Plan and prepare for work | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to quality or compliance issues in the manufacturing and installation of security screens and grilles are verified and complied with |
| | | 1.2 | Instructions and/or plans are read and interpreted to identify the process required to complete work tasks |
| | | 1.3 | Tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability, and any faults are rectified or reported prior to commencement |

- | | | | |
|---|--|-----|---|
| | | 1.4 | Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use |
| | | 1.5 | Workplace environment considerations are identified and measures to reduce noise, dust and obstacles are applied |
| 2 | Identify quality and/or compliance issues | 2.1 | Issues to be investigated are defined and determined |
| | | 2.2 | Issues are assessed to determine whether it is a defect in workmanship, process or material |
| | | 2.3 | Current conditions of hardware, software, user or procedure are objectively identified and documented |
| | | 2.4 | Verbal and/or written report is provided in accordance with organisation policy on the nature of the problem and probable cause |
| 3 | Recommend solutions to resolve issues identified | 3.1 | Hardware, software, user or procedural quality and/or compliance areas are reported to appropriate person in the organisation |
| | | 3.2 | Potential solutions to resolve the issue are identified and ranked |
| | | 3.3 | A determination is made in accordance with organisational policy whether the issue can be resolved at current or higher level |
| | | 3.4 | Solution to fix the issue or refer is selected and provided to an appropriate person for decision |
| | | 3.5 | Implementation of the recommended solution is planned together with an evaluations strategy to assess the solutions' effectiveness |
| | | 3.6 | Verbal and/or written report is submitted in accordance with organisational requirements recommending action to be taken and/or advising action taken and outcome |
| 4 | Complete work and clean up | 4.1 | Work area is cleared and materials disposed of, re-used or recycled in accordance with organisational requirements |
| | | 4.2 | Tools and equipment are cleaned, checked, maintained and stored in accordance with organisational requirements |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Quality or compliance issues include: | <ul style="list-style-type: none">• hardware• software• user and/or procedural quality or compliance issues that increase:<ul style="list-style-type: none">• wastage• re-work and/or increase production/installation time• defective or inappropriate materials and/or equipment• that prescribed under legislation, regulation and enterprise policies and practices |
| Personal protective equipment includes: | |
| Information and procedures include: | <ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment and personal protective equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures |

Unit Mapping Information

Supersedes and is equivalent to LMFSS3003A Resolve quality and compliance issues.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFSS3003 Resolve quality and compliance issues

Modification History

Release 1 - New unit of competence

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Inspect and assess of a minimum of three (3) separate and different quality and two (2) compliance issues and have recommendations accepted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for resolving quality and compliance issues
- Organisational and site standards, requirements, policies and procedures for resolving quality and compliance issues
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Current industry practices
- Procedures for the recording, reporting and maintenance of workplace records and information

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to rectifying quality and compliance issues in the manufacturing and/or installation of security screens and grilles, specifications, and relevant standards.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP1001 Complete a basic upholstery project

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers preparing, fitting and finishing a basic upholstery product.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|--------------------|--|
| 1 Prepare for work | 1.1 Work instructions are used to determine job requirements, including design variations, tolerances, process, materials, finish and quantity |
| | 1.2 Work sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Preparatory drawings/templates for tasks are confirmed |

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|---|---|---|
| | 1.7 | Materials are selected following work instructions |
| | 1.8 | Tools and equipment suitable for the work are selected and checked for safe and effective operation |
| 2 | Fit and finish product | |
| | 2.1 | Material is prepared and set out according to work instructions and components are marked according to workplace procedures |
| | 2.2 | Tools and equipment are used in accordance with safety requirements and manufacturer specifications |
| | 2.3 | Components are prepared, including any specified shapes, angles or curves, and checked against set-out and job requirements |
| | 2.4 | Components are fitted to job requirements |
| | 2.5 | Assembly process is undertaken according to workplace procedures |
| | 2.6 | Product is checked for compliance with specifications |
| | 2.7 | Product is finished in accordance with work instructions |
| 3 | Finalise operation and maintain equipment | |
| | 3.1 | Work area is cleaned and hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | 3.2 | Unused materials are collected and stored for re-use |
| | 3.3 | Waste and scrap materials are disposed of/recycled following workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work involves reading and interpreting plans, developing templates, using hand and power tools, operating basic machinery, applying quality requirements, and applying product finishing techniques and materials, and is conducted under supervision and guidance
Basic upholstery products include:	<ul style="list-style-type: none">• foot stool• headboard• seat top for chairs• padded blanket box• pin cushion top box• pin board
Tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rulers• hammers• mallets• squares• hand saws• cordless drills/screwdrivers• fixing and joining devices• clamps• pincers• staple gun• foam cutters• scissors• regulator• glue gun
Materials to be used include:	<ul style="list-style-type: none">• timber• metal• plastics• fabric• webbing• plastic edging• foam

- calico
 - hessian
 - glues
 - screws
 - nails and staples
 - that prescribed under legislation, regulations and enterprise policies and practices
- Personal protective equipment includes:**
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP1001B Complete a basic upholstery project.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP1001 Complete a basic upholstery project

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Adapt or vary upholstery product designs
- Prepare, fit and finish at least one (1) basic upholstery product which:
 - requires the fitting of fabric/leather cover to a base
 - requires assembly and attachment of appropriate trim/fittings
 - requires the use of furniture upholstery hand and power tools
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation of product design
- Preparation of drawings/templates
- Work flow in relation to upholstery projects
- Identification of upholstery hand and/or power tools, materials, equipment, processes and procedures

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, hand and/or power/pneumatic tools, equipment, materials and a specified outcome.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP2001 Use upholstery sector hand and power tools

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using hand and power tools in applications relating to the upholstery sector of the furnishing industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---------------------------------|--|
| 1 Identify hand and power tools | 1.1 Types of hand and power tools and their functions are identified |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Sources of, and access to, power supply are recognised |
| 2 Select and use hand tools | 2.1 Hand tools selected are consistent with needs of the job |
| | 2.2 Selected hand tools are checked for serviceability and safety and any faults reported to supervisor in accordance with enterprise procedures |

- | | | |
|---|------------------------------|---|
| | 2.3 | Equipment is selected to hold or support material for hand tools application where applicable |
| | 2.4 | Material is located and held in position for hand tool application |
| | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 Power tools are selected consistent with needs of the job in accordance with conventional work practice |
| | | 3.2 Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults reported to supervisor in accordance with enterprise procedures |
| | | 3.3 Equipment is selected to hold or support materials for power tool application as applicable |
| | | 3.4 Material is located and held in position for power tool application as applicable |
| | | 3.5 Power tools are safely and effectively used in application processes |
| | | 3.6 Power tools are switched off and positioned safely when not in use |
| 4 | Clean up work area and tools | 4.1 All tools are cleaned, maintained and stored |
| | | 4.2 Equipment is cleaned, maintained and stored |
| | | 4.3 Documentation is completed in accordance with enterprise procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate skill, accuracy and dexterity in the application of tools to work tasks

Hand tools for furniture upholstery include:

- shears/scissors
- tape measure
- rulers
- staple remover
- pincers
- side cutters
- pliers
- hammer
- screwdrivers and magnetic tack hammer
- button press and cutters
- knife (retractable blade)
- needles (bag)
- buttoning
- regulator
- drills
- web strainer
- ripping chisel
- web pliers
- bolt cutters
- rotating hole punch
- saws
- hand planes
- files and rasps
- sockets
- adjustable spanners
- vices

	<ul style="list-style-type: none">• clamps• wood chisels• nail punch• wire bender• seam stretcher• pipe/tube bender• stud press• pop rivet gun• no-sag spring benders (for shapes and ends)• hand ventilation setter• foam slicer• white rubber mallet• no-sag guillotine• soft tipped mallet• stuffing iron tack remover• cross pane hammer and tin snips
Power and pneumatic tools include:	<ul style="list-style-type: none">• spray adhesive system• staple gun• drills and screwdrivers• fabric cutter• nail gun• hot melt glue gun• buttoning machine• circular saw• drop saw• band saw• silicone cartridge gun• drill press• grinder• hot knife• electric iron• lacquer spray gun• knife fabric cutters (circular and straight)• electric/pneumatic foam cutter• planers and sanders
Fault reporting includes:	<ul style="list-style-type: none">• verbal or written reporting in conformance with workplace procedures
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP2001B Use upholstery sector hand and power tools.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP2001 Use upholstery sector hand and power tools

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Identify each of the upholstery sector hand and power tools in the Range of Conditions and indicate their applications and limitations
- Effectively and safely use the tools in their appropriate role in the workplace environment and maintain and safely store them
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types, characteristics, uses, limitations and maintenance requirements of hand tools commonly used in furniture upholstery production
- Types, characteristics, uses, limitations and maintenance requirements of power tools commonly used in furniture upholstery production
- Workplace safety requirements and WHS legislation
- Work flow within the workplace

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to furniture upholstery sector hand and power tools and materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP2002 Fit upholstery components

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fitting upholstery components ready to assemble upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|--|--|
| 1 Prepare for component application | 1.1 Work instructions are used determine job requirements including design variations, tolerances, process, materials, finish and quality |
| | 1.2 Components to be fitted are identified |
| | 1.3 Fitting sequence is determined |
| | 1.4 Procedures are determined for checking the quality at each stage of the process |
| | 1.5 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.6 Fixing devices are selected in accordance with work |

- instructions and the type of materials to be used
- 1.7 Suitable work area is selected for the task
 - 1.8 Components, materials, fittings and attachments are collected
 - 1.9 Tools and equipment suitable to the applicable fitting methods are selected and checked for safe operation
- 2 Fit components
- 2.1 Components are laid out and attached using appropriate fastenings
 - 2.1 Hand and power tools and equipment are used, as required
 - 2.3 Attached components are checked for compliance with specifications
 - 2.4 Products which do not meet quality specifications are repaired or tagged for further processing or recycling/disposal in accordance with workplace practices
 - 2.5 Finished products are organised and stored in holding area to enterprise requirements
- 3 Complete work
- 3.1 Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures
 - 3.2 Waste and scrap are removed in accordance with workplace procedures
 - 3.3 Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures
 - 3.4 Equipment is maintained and work area cleaned in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
Upholstery components include:	<ul style="list-style-type: none">• actions• arms• seats• backs• legs• facings• prefabricated polished timber components• metal components• plinths• glides• ceramic and plastic fittings
Tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rulers• staple gun• air driver• air drill and accessories• scissors and mallets• air wrench• nail gun• clip gun• tack hammer• ripping chisels and staple removers
Materials include:	<ul style="list-style-type: none">• finished upholstery components• frames• glues• screws• nails and staples and other fixing devices
Component checking	<ul style="list-style-type: none">• alignment and squareness• correct fastening

- includes:**
 - materials and attachment according to work instruction
 - conformity to work instructions and quality requirements
- Storage area organisation includes:**
 - ensuring that there is no obstruction to traffic
 - products are not damaged in storage
 - incompatible items are not stored together
 - products are arranged to match the sequence of work
- Personal protective equipment includes:**
 - that prescribed under legislation, regulations and enterprise policies and practices:
 - safety glasses/goggles
 - hair nets
 - ear muffs/plugs
 - gloves
 - footwear
 - protective clothing
- Information and procedures include:**
 - workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP2002B Fit upholstery components.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP2002 Fit upholstery components

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Fit upholstery components for a minimum of three (3) different items of upholstered furniture requiring assembly
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plan representation for upholstered furniture items
- Identification of hand and/or power tools, materials, components, equipment, processes and procedures
- Work flow in relation to the assembly of upholstered furniture
- Workplace procedures for problem and quality reporting

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work instruction/job sheets, hand and/or power tools, equipment, materials and basic machinery.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP2003 Apply contemporary foundations to upholstered furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying contemporary upholstery foundations to upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Work order or instructions are used to confirm type of contemporary furniture foundations to be applied |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Attaching methods are identified and fitting sequence is determined |
| | | 1.4 | Suitable work area is selected and prepared |
| | | 1.5 | Tools and hardware for the application of the foundation are selected and checked for safe operation |

		1.6	Contemporary foundation components are selected, as required
2	Attach contemporary foundation	2.1	Mounting points are measured and marked on the frame, as required
		2.2	Contemporary foundation is positioned and appropriate fasteners are used to secure it to the item
		2.3	The applied foundation is inspected for fit, finish and quality with those requiring reworking/refitting being tagged for further reprocessing or recycling/disposal in accordance with workplace practices
		2.4	Process is monitored and conditions which may affect quality standards are noted
		2.5	Variations to normal activities are reported in accordance with workplace procedures
		2.6	Authorised changes in standard operating procedures and work order or instructions are implemented
3	Complete work	3.1	Workplace documentation, including stock usage, is completed in accordance with workplace procedures
		3.2	Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures
		3.3	Waste and scrap are removed in accordance with workplace procedures
		3.4	Tools and equipment used are cleaned, inspected for serviceable condition and stored in accordance with workplace procedures
		3.5	Equipment is maintained and work area is cleaned in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
Contemporary foundations include:	<ul style="list-style-type: none">• elastic webbing• nylon webbing• no-sag springs• conical springs• pulma flex• plastic and styrene edging• foam and polyester fibre
Tools and equipment include:	<ul style="list-style-type: none">• scissors• upholstery hammer• nail gun• staple gun• pincers• long-nose pliers and tape measures
Materials include:	<ul style="list-style-type: none">• elastic webbing• nylon webbing• coil springs• spiral springs• no-sag springs• pulma flex• plastic and styrene edging• foam• hessian and polyester fibre
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs

Information and procedures include:

- gloves
- footwear and protective clothing
- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP2003B Apply contemporary foundations to upholstered furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP2003 Apply contemporary foundations to upholstered furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Use contemporary foundation items to assemble contemporary foundations for a minimum of three (3) items of furniture, one (1) being a chair, requiring seat, back and arms
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to furniture production
- Features of range of contemporary foundation types and fittings
- Materials used in the application of contemporary foundations
- Identification of equipment, processes and procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to furniture frames and contemporary fittings, tools and equipment, work order and procedures.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP2004 Machine sew basic upholstery final cover materials

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers sewing upholstery final cover materials using simple sewing machines and techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Job requirements are identified from work instructions |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed |
| | 1.3 Machines, materials, work method and sequence are determined |
| | 1.4 Equipment, including any supplementary equipment, is identified and checked for safe operation, components and controls |
| | 1.5 Materials are identified and inspected and problems, including any materials or part constructed products which do not meet the job order requirements, are identified and reported in accordance with workplace |

		procedures
	1.6	Work pieces are laid out in sequence in accordance with specifications and workplace procedures
2	Control sewing operation	2.1 Sewing machine, including attachments, is set up and adjusted for the work requirements
	2.2	Machine is operated to maintain required product quality and outputs
	2.3	Finished products are checked for required quality, repaired, and moved to the next process
3	Complete work	3.1 Completed work is directed to the next operation in accordance with workplace procedures
	3.2	Documentation, including production and/or stock records and/or packing slips, are completed in accordance with workplace procedures
	3.3	Material which is able to be re-used is collected and stored, and waste and scrap are removed in accordance with workplace procedures
	3.4	Equipment is maintained and work area is cleaned following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and

	<ul style="list-style-type: none">dangerous goods codes, and local safe operating procedures or equivalent
	<ul style="list-style-type: none">work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirementswork requires individuals to demonstrate discretion, judgement and problem solving
Basic sewing includes:	<ul style="list-style-type: none">operating and adjusting a simple sewing machine (straight and walking foot sewing machines) to join two or more pieces of upholstery fabric together
Job requirements include:	<ul style="list-style-type: none">materialsthreadsadditional work featuresshape and any special requirements for the itemand any required workplace documentation to be completed
Machines include:	<ul style="list-style-type: none">flat bedwalking footoverlocker
Sewing machine set-up and adjustments include:	<ul style="list-style-type: none">threading machine and winding bobbinsetting required tensionsselecting required machine settingslubricating and adjusting the machinetesting operations for work order requirements
Materials include:	<ul style="list-style-type: none">fabricsvinyl and canvas
Personal protective equipment includes:	<ul style="list-style-type: none">that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">safety glasses/gogglehair netsear muffs/plugsglovesfootwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">workplace procedures relating to the use of tools and equipmentwork instructions, including job sheets, cutting lists, plans, drawings and designsworkplace procedures relating to reporting and communicationmanufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP2004B Machine sew upholstery final cover materials (basic).

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP2004 Machine sew basic upholstery final cover materials

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum:
 - join final cover materials for fitting to two (2) items of upholstered furniture
 - sew piping for an item of upholstered furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Characteristics of materials used and finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machines, work orders, operating procedures, materials and threads.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP2005 Develop cutting plan and cut single layer upholstery fabric

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers developing a cutting plan, measuring out and cutting single layer upholstery fabrics.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Develop cutting plan	1.1	Required fabrics, number of items to be cut and required equipment are identified
		1.2	Fabric sizes to be cut are identified from work order plus any required allowances
		1.3	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.4	Suitable work area is selected, prepared and cleaned of any contaminants
		1.5	Work sequence is planned

- | | | |
|---|-------------------------------|---|
| 2 | Prepare materials for cutting | <ul style="list-style-type: none">2.1 Suitable scissors, cutting machines, knives and/or blades are selected and checked prior to use for appropriate sharpness, set, operation and safe condition2.2 Fabrics are selected in accordance with work order and laid out smooth and square2.3 Fabrics are inspected for flaws and appropriate finish2.4 Nap/pile direction, pattern matches and face of the materials are identified2.5 Tools and equipment are checked for operation2.6 Fabric is measured and marked, including registration points, in accordance with workplace practices2.7 Cutting plan is developed in accordance with workplace procedures |
| 3 | Cut fabric | <ul style="list-style-type: none">3.1 Fabric is cut in accordance with manufacturer instructions and/or workplace procedures3.2 Problems are notified following workplace procedures3.3 Cut item is inspected against work requirement with unsatisfactory items being reprocessed in accordance with workplace procedures |
| 4 | Complete work | <ul style="list-style-type: none">4.1 Cutting is completed with cut out materials top edge marked, wrapped, identified/labelled, handled and stored as required by workplace procedures4.2 Workplace required documentation is completed in accordance with workplace procedures4.3 Unused fabric and waste are collected for recycling/re-use in accordance with workplace procedures4.4 Tools and equipment are maintained and work area is cleaned in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
Upholstery fabrics include:	<ul style="list-style-type: none">• plain or patterned fabrics:<ul style="list-style-type: none">• velour• velvet• tapestry• damask• linen• cotton
Tools and equipment include:	<ul style="list-style-type: none">• cutting equipment, including scissors, cutting machines, knives and/or blades• hot knife (for acrylics)• measuring and calculating equipment, including tapes, rulers and calculators• computers and cutting table
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFUP2005B Develop cutting plan and cut single layer upholstery fabric.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP2005 Develop cutting plan and cut single layer upholstery fabric

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Develop cutting plan, measure accurately, mark out and cut upholstery fabric quantities, minimising waste and producing consistent quality items for at least five (5) different types of material or products (at least one (1) of which should be patterned)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards
- Work flow in relation to planning and cutting upholstery fabric
- Fabric types, common faults and inspection procedures
- Design features of the finished items in relation to attractive use of fabric patterns

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to work orders, fabrics, tape measure, cutting table, cutting machines, cutting knives, and blades and scissors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP2006 Dismantle and re-assemble furniture for upholstery

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers dismantling and re-assembling furniture and/or fittings for the purposes of fitting and/or refurbishing upholstery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Item to be dismantled is inspected and components identified
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Work required, including the process/order for dismantling according to the workplace procedures, is identified
		1.4	Tools and equipment are selected and checked for safe and effective operation for the task
2	Dismantle furniture	2.1	Items to be dismantled are identified

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|---|-----------------------|---|
| | 2.2 | Items are dismantled to the extent required in the work instructions using appropriate tools and procedures |
| | 2.3 | Any previous upholstery is noted for wear, condition and application techniques |
| | 2.4 | Fasteners and attachments are removed and stored |
| | 2.5 | Component parts are separated, tagged and stored following workplace procedures |
| | 2.6 | Component parts are despatched to the next process according to workplace procedures |
| 3 | Re-assemble furniture | |
| | 3.1 | Items to be re-assembled are identified |
| | 3.2 | Items are re-assembled to the extent required in the work instructions using appropriate tools and procedures |
| | 3.3 | Upholstered components are noted for the security and condition of the upholstered fittings |
| | 3.4 | Fasteners and attachments are selected and used according to workplace procedures |
| | 3.5 | Assembled piece is despatched to the next process according to workplace procedures |
| 4 | Complete work | |
| | 4.1 | Equipment used is cleaned, inspected for serviceable condition and stored in accordance with workplace procedures |
| | 4.2 | Equipment faults are identified, tagged and reported to appropriate personnel |
| | 4.3 | Work area is cleaned and returned to operational condition |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Furniture and/or furnishings include:	<ul style="list-style-type: none">• chairs• sofas• settees• footstools• beds and their components
Tools and equipment include:	<ul style="list-style-type: none">• measuring tapes or rulers• hammers• rubber mallet• pincers• screwdrivers• shifting spanner• spanners• socket set• hacksaw and blades• clamps• timber wedges• wood chisels• dowel drill• long-nose pliers• floor board lifter• bricklayer's bolster• power drill/screwdriver• air compressor and hoses
Materials include:	<ul style="list-style-type: none">• timber• manufactured board• veneer

- brass
 - adhesive
 - laminate
 - perspex
 - upholstered fittings and foundations
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices:
 - safety glasses/goggle
 - hair nets
 - ear muffs/plugs
 - gloves
 - footwear and protective clothing
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP2006B Dismantle/reassemble furniture for upholstery.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP2006 Dismantle and re-assemble furniture for upholstery

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Dismantle and re-assemble at least four (4) different items, including one (1) armchair and one (1) sofa
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Types and characteristics of materials used in furniture/furnishings construction
- Construction techniques and processes
- Upholstery materials and processes
- Identification of equipment, processes and procedures
- Work flow in relation to dismantling and re-assembling furniture

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to upholstered furniture for dismantling/re-assembling, work instructions and tools.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3001 Apply traditional foundations to upholstered furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers applying traditional upholstery foundations to upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|----------------|-----|--|
| 1 | Plan operation | 1.1 | Work order or instructions are used to confirm type of traditional furniture foundations to be applied |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Attaching methods are identified and fitting sequence is determined |
| | | 1.4 | Suitable work area is selected and prepared |
| | | 1.5 | Tools and hardware for the application of the foundation are selected and checked for safe operation |

- | | | |
|---|---|---|
| | 1.6 | Traditional foundation components are selected as required |
| 2 | Prepare and attach traditional foundation | 2.1 Mounting points are measured and marked on the frame, as required |
| | 2.2 | Traditional foundation is positioned and appropriate fasteners are used to secure it to the item |
| | 2.3 | Appropriate fasteners are used to secure the traditional foundation, as required |
| | 2.4 | The applied foundation is inspected for fit, finish and quality with those requiring reworking/refitting being tagged for further reprocessing or recycling/disposal in accordance with workplace practices |
| | 2.5 | Process is monitored and conditions which may affect quality standards are noted |
| | 2.6 | Variations to normal activities are reported in accordance workplace procedures |
| | 2.7 | Authorised changes in standard operating procedures and work order or instructions are implemented |
| 3 | Complete work | 3.1 Workplace documentation, including stock usage, is completed in accordance with workplace procedures |
| | 3.2 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | 3.3 | Waste and scrap are removed in accordance with workplace procedures |
| | 3.4 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | 3.5 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• tape measure• web strainer• scissors• upholstery hammer• tack lifter• staple gun• pincers• long-nose pliers |
| Materials include: | <ul style="list-style-type: none">• webbing• coil springs• flock• wadding• coconut fibre• bridle• bridle ties• solid timber base• padded frames• hard edge• hessian |

- Personal protective equipment includes:**
- calico
 - lacing twine
 - mattress twine
 - that prescribed under legislation, regulations and enterprise policies and practices:
 - safety glasses/goggle
 - hair nets
 - ear muffs/plugs
 - gloves
 - footwear and protective clothing
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3001B Apply traditional foundations to upholstered furniture.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3001 Apply traditional foundations to upholstered furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Interlace and turn back jute webbing, tie off and lace up coil springs, fit hessian bridles (loose and/or deep), coconut fibre, wadding and a stitched edge (one blind, one top) in a minimum of two (2) items of traditional upholstered furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to furniture production and refurbishment
- Features of range of traditional foundation types and fittings
- Materials and techniques used in the application of traditional foundations to upholstered furniture
- Materials used in the application of traditional foundations
- Identification of equipment, processes and procedures required for the application of traditional foundations to upholstered furniture

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to furniture frames and traditional fittings, such as webbing stock, coil springs, padding materials, and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3002 Fit and apply final cover materials to furniture using basic techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fitting and applying plain and patterned materials as the final covering to upholstered furniture using basic techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Specifications concerning design, fabrics, accessories and finish are confirmed with designer/customer/client, as required |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Materials, work method and sequence are determined |
| | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | 1.5 Appropriate equipment and tools are selected and checked for safe operation |

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| | 1.6 | Furniture frames/foundations are checked for quality of construction, contaminants and appropriateness to specifications, and modified and/or repaired in accordance with workplace procedures |
| | 1.7 | Material panels are checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| | 1.8 | Trims are selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| 2 | Fit and apply fabric | 2.1 Work pieces are laid out in sequence according to specifications, construction process and workplace procedures |
| | 2.2 | Materials are applied to furniture in accordance with enterprise and industry standards |
| | 2.3 | Material is secured to the foundation, using appropriate fixing processes |
| | 2.4 | Finish of applied material is checked against quality standards |
| 3 | Fit and apply fabric and trim | 3.1 Trims are applied consistent with specifications and workplace procedures |
| | 3.2 | Trims are checked against quality standards and reprocessed, if required, in accordance with workplace procedures |
| | 3.3 | Final adjustments are made to ensure finish meets required quality standards |
| 4 | Complete work | 4.1 Finished product is packaged, protected and stored, as required, consistent with workplace procedures |
| | 4.2 | Workplace documentation is completed in accordance with procedures |
| | 4.3 | Waste and scrap are collected for disposal/recycling in accordance with workplace procedures |
| | 4.4 | Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | 4.5 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Final cover materials include: | <ul style="list-style-type: none">• plain and patterned fabrics• vinyl and velvet |
| Tools and equipment include: | <ul style="list-style-type: none">• sewing machine• needles• scissors• staple gun• hammer• tack hammer and glue gun |
| Other materials include: | <ul style="list-style-type: none">• piping• double piping• cords• gimp• glues• staples• buttons• tacks |

Material application requirements include:	<ul style="list-style-type: none">• tangles and antique nails• ensuring that patterns, naps/pile, sheens, direction of pattern, pattern repeat and finished side of the materials are positioned appropriate to the design• the smooth and consistent finish of the material over the furniture foundation• weaving lines are straight and square to each other
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• customer requirements

Unit Mapping Information

Supersedes and is equivalent to LMFUP3002B Fit and apply final cover materials to furniture using basic techniques.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3002 Fit and apply final cover materials to furniture using basic techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Fit and apply a patterned fabric cover to a drop-in seat
- Fit and apply a cover in a plain material other than fabric for a seat, back and arms of a chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards
- Work flow in relation to applying final material covers to furniture
- Material types and characteristics, common faults and inspection procedures
- Types of basic techniques and their application
- Design features of the finished furnishing items

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to cover materials, trims, furniture frames and foundations, fixing materials and tools, and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3003 Fit and apply final cover materials to furniture using decorative techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers fitting and applying materials as the final covering to upholstered furniture using decorative techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Specifications concerning design, fabrics, accessories and finish are confirmed with designer/customer/client, as required
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Materials, work method and sequence are determined
		1.4	Suitable work area is selected, prepared and cleaned of any contaminants
		1.5	Appropriate equipment and tools are selected and checked for safe operation

- | | | | |
|---|--|-----|--|
| | | 1.6 | Furniture frames/foundations are checked for quality of construction, contaminants and appropriateness to specifications, and modified and/or repaired in accordance with workplace procedures |
| | | 1.7 | Material panels are checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| | | 1.8 | Trims are selected and checked to in terms of quantity, quality, contaminants, size, pattern and consistency |
| 2 | Fit and apply material | 2.1 | Work pieces are laid out in sequence according to specifications, construction process and workplace procedures |
| | | 2.2 | Fabrics are applied to furniture in accordance with enterprise and industry standards |
| | | 2.3 | Decorative features are applied to the materials, as required |
| | | 2.4 | Material is secured to the foundation using appropriate fixing processes |
| | | 2.5 | Finish of applied material is checked against quality standards |
| 3 | Fit and apply trim and decorative features | 3.1 | Trims and decorative finishes are applied consistent with specifications and workplace procedures |
| | | 3.2 | Trims and decorative finishes are checked against quality standards and modified and/or repaired, as required |
| | | 3.3 | Final adjustment are made, as required, to ensure finish meets required quality standards |
| 4 | Complete work | 4.1 | Finished product is packaged, protected and stored in accordance with workplace procedures |
| | | 4.2 | Workplace documentation is completed in accordance with procedures |
| | | 4.3 | Waste and scrap are collected for disposal/recycling in accordance with workplace procedures |
| | | 4.4 | Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |

- 4.5 Equipment is maintained and work area is cleaned in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving
Final cover materials include:	<ul style="list-style-type: none">• plain and patterned fabrics• vinyl and velvet
Decorative techniques include:	<ul style="list-style-type: none">• pleating• fluting• stab and deep buttoning (bun• diamond and elongated)
Tools and equipment include:	<ul style="list-style-type: none">• sewing machine• scissors• staple gun• hammer• tack hammer• glue gun• regulator

Sewing machines include:	<ul style="list-style-type: none">• buttoning needles and spring wire bender• overlocking machine• twin needle machine
Other materials include:	<ul style="list-style-type: none">• piping• cords• buttons• pleats• glues• staples• buttons• tacks• tingles• antique nails
Fabric application requirements include:	<ul style="list-style-type: none">• ensuring that patterns, naps, sheens, direction of pattern, pattern repeat and finished side of the materials are positioned appropriate to the design• the smooth and consistent finish of the fabric over the furniture foundation• weaving lines are straight and square to each other
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• customer/client requirements

Unit Mapping Information

Supersedes and is equivalent to LMFUP3003B Fit and apply final cover materials to furniture using decorative techniques.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3003 Fit and apply final cover materials to furniture using decorative techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum, fit and apply a final material cover for:
 - a bedhead using diamond buttoning
 - a chair using other decorative finishes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards
- Work flow in relation to applying final material covers to upholstered furniture using decorative techniques
- Cover material types and characteristics, common faults and inspection procedures
- Types of decorative techniques and their application
- Design features of the finished furnishing items

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to relevant process equipment and materials.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3004 Lay out patterns and cut leather

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers selecting leather hides, laying out patterns and cutting out leather by hand to the required shape or pattern.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|--------------------|---|
| 1 Prepare for work | 1.1 Specifications, patterns and/or plans are read and interpreted to identify required colour and quality of materials, number of items to be cut and tools and equipment required |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Suitable work area is selected, prepared and cleaned of any contaminants |
| | 1.4 Pattern pieces are identified to match shapes to final wear characteristics of the furnishing component |
| | 1.5 Suitable scissors and/or blades are selected for the leather |

- to be cut
- 1.6 Scissors and any other tools and equipment are checked prior to use for appropriate sharpness, operation and safe condition
 - 1.7 Hide is selected, spread out and inspected to identify flaws and harder and softer wearing parts
 - 1.8 Direction of natural markings and finished side of the leather are identified
- 2 Lay out pattern
- 2.1 Patterns are laid out following workplace procedures and instructions using low wear parts of the hide on the less heavily used furniture components
 - 2.2 Patterns are laid out to maximise use of the hide for the furniture design
 - 2.3 Any registration points on the pattern and other instructions to match required pattern components are marked
 - 2.4 Any required measurements are made and appropriate adjustments made
- 3 Cut leather
- 3.1 Required cutting operations are completed with cut-out leather components identified in accordance with work instructions and procedures
 - 3.2 Cut work is inspected, any faults identified and appropriate action taken in accordance with workplace procedures to ensure cut pieces meet the required quality standards
 - 3.3 The performance of the cutting equipment is regularly checked for signs of faulty operation, including evidence from the inspection of cut pieces
 - 3.4 Where required, cut out components are wrapped using appropriate protective covers and care label information is attached
- 4 Complete work
- 4.1 Unused materials are stored as required
 - 4.2 Cut components are folded, protected and despatched to next process following workplace procedures
 - 4.3 Work area is cleaned and damaged tools tagged, as required

- 4.4 Waste is collected and bundled for recycling/reuse, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Leather hide characteristics/qualities include: | <ul style="list-style-type: none">• suitable thickness and quality (may be a full hide or partial)• natural markings• finished and unfinished sides• high and low wear• direction of markings• flaws and blemishes• colour variation between hides• flexibility |
| Tools and equipment include: | <ul style="list-style-type: none">• scissors• cutting blades and electric shears |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle |

Information and procedures include:

- hair nets
- ear muffs/plugs
- gloves
- footwear and protective clothing
- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3004B Lay out patterns and cut leather.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3004 Lay out patterns and cut leather

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum:
 - identify and select leather for a leather armchair
 - measure and cut selected leather to match patterns
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards and inspection procedures
- Leather types, common faults, and wear capability of different parts of the hide
- Work flow in relation to cutting leather
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the leather

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate scissors and cutting blades, leather, patterns and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3005 Machine sew complex upholstery final cover materials

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using specific sewing machine techniques, with attachments, as required, to sew upholstery final cover materials.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Job requirements are identified from work instructions
		1.2	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.3	Machines, attachments, materials, work method and sequence are determined
		1.4	Equipment, including any supplementary equipment, is identified and checked for safe operation, components and controls
		1.5	Materials are identified and inspected and problems, including any materials or part-constructed products which

		do not meet the job order requirements, are identified and reported in accordance with workplace procedures
	1.6	Work pieces are laid out in sequence in accordance with specifications and workplace procedures
2	Conduct sewing operation	2.1 Sewing machine, including attachments, is set up and adjusted for the work requirements 2.2 Machine is operated to maintain required product quality and outputs 2.3 Finished products are checked for required quality, repaired and moved to the next process
3	Complete work	3.1 Completed work is directed to the next operation in accordance with workplace procedures 3.2 Documentation, including production and/or stock records and/or packing slips, are completed in accordance with workplace procedures 3.3 Material which is able to be re-used is collected and stored, and waste and scrap removed in accordance with workplace procedures 3.4 Equipment maintenance and work area clean-up are completed following workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes,

	material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
Complex sewing includes:	<ul style="list-style-type: none">• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving• the operation of industrial sewing machines to produce specialised products in the application of upholstery to furniture, and embraces a range of decorative methods and finishes• specific and specialised techniques and products:<ul style="list-style-type: none">• sewing twin needle decorative finishes, including single and double piping, blind hemming, balloon seam and gathering• sewing with specialised attachments, including gathering• sewing fasteners and attachments, including sewing of zips and velcro
Job requirements include:	<ul style="list-style-type: none">• required materials• threads• additional work features• shape and special requirements for the finished item• any required workplace documentation to be completed
Machines include:	<ul style="list-style-type: none">• flat bed• walking foot• overlocker• post and/or flatbed twin needle
Sewing machine set-up and adjustments include:	<ul style="list-style-type: none">• threading machine and winding bobbin• setting required tensions• selecting required machine settings• lubricating and adjusting the machine• testing operations for work order requirements
Materials to be machined include:	<ul style="list-style-type: none">• fabrics• vinyl• canvas• acrylics and leather
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets

Information and procedures include:

- ear muffs/plugs
- gloves
- footwear and protective clothing
- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3005B Machine sew upholstery final cover materials (complex).

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3005 Machine sew complex upholstery final cover materials

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum, complete a double sided square stool top with double stitched quartering of different materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Characteristics of materials used and finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machines, work orders, operating procedures, materials and threads.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3006 Fit and apply leather to furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers the fitting and application of leather, pre-cut to pattern, to an upholstered item of furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|--|
| 1 Prepare for work | 1.1 Specifications concerning design, leather coverings, accessories and finish are confirmed with designer/customer/client, as required |
| | 1.2 Work health and safety (WHS) requirements, including personal protective needs, are observed throughout the work |
| | 1.3 Materials, work method and sequence are determined |
| | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | 1.5 Appropriate equipment and tools are selected and checked for safe operation |

- 1.6 Furniture frames/foundations are checked for quality of construction, contaminants and appropriateness to specifications, and modified and/or repaired in accordance with workplace practices
 - 1.7 Leather panels are checked in terms of quantity, quality, grain, contaminants, size and wear stress
 - 1.8 Trims are selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency
- 2 Fit and apply leather
 - 2.1 Work pieces are laid out in sequence according to specifications, construction process and workplace procedures
 - 2.2 Leather pieces are applied to furniture ensuring that appropriate leather is fitted to high wear areas and a smooth and consistent finish of the leather over the furniture foundation
 - 2.3 Decorative features, including pleats, are applied to the leather before fitting, as required
 - 2.4 Leather is secured to the foundation using appropriate fixing processes
 - 2.5 Finish of applied leather is checked against quality standards
- 3 Apply trim
 - 3.1 Work pieces are laid out in sequence according to specifications and workplace procedures
 - 3.2 Trims and decorative finishes are applied to the item consistent with specifications and workplace procedures
 - 3.3 Trims and decorative finishes are checked against quality standards and modified and or repaired, as required
 - 3.4 Final adjustments are made, as required, to ensure finish of completed item meets required quality standards
- 4 Complete work
 - 4.1 Finished product is packaged, protected and stored in accordance with workplace procedures
 - 4.2 Workplace documentation is completed in accordance with procedures
 - 4.3 Waste and scrap are collected for disposal/recycling in accordance with workplace procedures

- 4.4 Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures
- 4.5 Equipment is maintained and work area is cleaned in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving |
| Leather characteristics/qualities include: | <ul style="list-style-type: none"> • natural markings • finished and unfinished sides • high and low wear • direction of markings • flaws and blemishes • colour variation between hides • flexibility |
| Tools and equipment include: | <ul style="list-style-type: none"> • scissors • single or multi-needle flatbed sewing machine • heat gun |

	<ul style="list-style-type: none">• hammer• staple gun• skivring machine and hand sewing needles
Materials include:	<ul style="list-style-type: none">• glues• staples• buttons• tacks• piping• cords• banding• hidem binding and pleats
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures• customer/client requirements

Unit Mapping Information

Supersedes and is equivalent to LMFUP3006B Fit and apply leather to furniture.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3006 Fit and apply leather to furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum, given cut leather pieces, fit and apply leather, including pleats to a chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements including workplace standards
- Work flow in relation to applying leather to furniture
- Leather types and their characteristics, common faults and inspection procedures
- Appropriate quality and fit of finished product
- Design features of the finished furnishing items

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to leather panels, trims, furniture frames and foundations, and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3007 Manufacture and fit loose covers

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers developing a pattern to meet a loose cover requirement, cutting from that pattern, and making and fitting loose covers to items of upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1 | Prepare for work | 1.1 | Specifications concerning design, fabrics, accessories and finish are confirmed with designer/customer/client, as required |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Materials, work method and sequence are determined |
| | | 1.4 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 | Appropriate equipment and tools are selected and checked for safe operation |

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| 2 | Develop patterns | 2.1 | 3-D templates are developed from the surface of the existing furniture without undue distortion |
| | | 2.2 | Component shapes are marked out and/or cut out using appropriate technique |
| | | 2.3 | Standard 2-D patterns are produced in accordance with specifications and to accepted standards and construction tolerances |
| | | 2.4 | Patterns are reviewed against client specifications and production requirements |
| | | 2.5 | Consultation and clarification with client is undertaken, as required |
| 3 | Select and cut fabric | 3.1 | Fabrics are selected and inspected in accordance with work order and laid out smooth and square |
| | | 3.2 | Nap/pile, direction of pattern, pattern repeat and finished side of the materials are identified |
| | | 3.3 | Fabrics are squared up to the edges or guide markings on the cutting table |
| | | 3.4 | Patterns are laid out using registration points on the pattern and other instructions to match required fabric pattern ensuring maximum use of the fabric |
| | | 3.5 | Fabric is cut and cut components are inspected in accordance with workplace procedures |
| 4 | Sew panels | 4.1 | Sewing machine set-up requirements and adjustments are identified and followed |
| | | 4.2 | Machine sewing maintains required product quality and outputs |
| | | 4.3 | Finished loose covers are checked for required quality and reprocessed in accordance with workplace procedures |
| 5 | Fit and finish cover | 5.1 | Loose cover is applied to the upholstered furniture and checked for fit |
| | | 5.2 | Decorative accessories are applied, as required |
| | | 5.3 | Adjustments are made, as required, to ensure fit meets required quality standards and specifications |

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|---|---------------|-----|---|
| 6 | Complete work | 6.1 | Workplace documentation is completed in accordance with procedures |
| | | 6.2 | Waste and scrap are collected and disposed of/recycled in accordance with workplace procedures |
| | | 6.3 | Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | | 6.4 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|-------------------------------|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Machines include: | <ul style="list-style-type: none">• single or multi-needle flatbed sewing machine• walking foot• overlocker and gatherer |
| Sewing machine set-up | <ul style="list-style-type: none">• threading machine and winding bobbin• setting required tensions |

- and adjustments include:**
- selecting required machine settings
 - lubricating and adjusting the machine
 - testing operations for work order requirements
- Materials include:**
- plain and patterned fabric
 - velvet
- Personal protective equipment includes:**
- that prescribed under legislation, regulations and enterprise policies and practices:
 - safety glasses/goggle
 - hair nets
 - ear muffs/plugs
 - gloves
 - footwear and protective clothing
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures
 - customer requirements

Unit Mapping Information

Supersedes and is equivalent to LMFUP3007B Manufacture and fit loose covers.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3007 Manufacture and fit loose covers

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Develop two (2) patterns for loose covers for given items of furniture (one plain and one patterned)
- Measure and cut fabrics to required size and accuracy, matching any patterns, sew fabric and fit to items of furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards and work flow
- Fabric types and characteristics, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabrics

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plain and patterned fabrics, sewing machines, furniture to be upholstered and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3008 Apply finishing techniques to upholstered furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers hand finishing upholstered furniture by the application of concealed and decorative finishing techniques.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Job requirement is identified from work order or other instructions, including any special requirements for finishing |
| | | 1.2 | Required materials, upholstered components to be finished, and appropriate tools and equipment are identified from work order |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Items to be finished are assembled in an appropriate work area and inspected for appropriate quality |
| | | 1.5 | Appropriate tools, equipment and finishing materials and |

			hardware are selected
2	Apply finishing techniques	2.1	Finishing techniques are applied in accordance with workplace procedures
		2.2	Problems are notified following workplace procedures
		2.3	Finished upholstered item is inspected against work requirement with unsatisfactory finish being redirected for re-working
3	Complete work	3.1	Finished work is package/stored/tagged and despatched to the next process following workplace procedures
		3.2	Any required documentation is completed and processed following workplace procedures
		3.3	Tools and equipment used are cleaned, maintained as required and stored in accordance with workplace procedures
		3.4	Work area is cleaned with waste and scrap being removed/recycled in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative

	obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
Finishing techniques include:	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving• decorative techniques:<ul style="list-style-type: none">• braiding• gimping• close and open studding• single and double piping and banding• concealed techniques:<ul style="list-style-type: none">• straight edge• shark's teeth• hand sewing techniques, which may be used in both decorative and concealed finishing:<ul style="list-style-type: none">• flange cord• cord and ruching• the closure of items, such as cushions• external backs of upholstered furnishings
Tools and equipment include:	<ul style="list-style-type: none">• a range of needles and threads• tack hammers• hammers and hot melt glue gun
Materials include:	<ul style="list-style-type: none">• fabrics• leather• upholstery nails• gimping• metal trim• piping and vinyl
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication

- manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3008B Apply finishing techniques to upholstered furniture.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3008 Apply finishing techniques to upholstered furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Hand sew at least two (2) different items of upholstered furniture using differing sewing techniques, such as cushion mouth and outback
- Apply two (2) other finishing techniques to items of upholstered furniture, one (1) concealed and one (1) decorative
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements including workplace standards
- Identification of techniques and procedures for the finishing processes
- Fabric types, common faults and inspection procedures
- Methods to be used with different fabric types
- Design features of upholstered items in relation to the finishing techniques to be used

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing equipment, hardware, fabrics and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3009 Develop cutting plan and cut multiple layer upholstery fabric

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers developing a cutting plan and cutting multiple layer upholstery fabrics by hand or automatic method for upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|------------------|-----|--|
| 1 | Prepare for work | 1.1 | Specifications, patterns and/or plans are read and interpreted to identify required fabrics, number and nature of items to be cut and required equipment |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Fabrics, work method and sequence are determined |
| | | 1.4 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 | Appropriate equipment and tools are selected for the fabrics to be cut and checked for safe operation |

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| | 1.6 | Fabric is selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency in accordance with workplace procedures |
| | 1.7 | Scissors and any other cutting equipment are checked prior to use for appropriate sharpness, set operation and safe condition |
| 2 | Develop cutting list and cutting plan | |
| | 2.1 | Cutting requirements, including bias or other instructions, are noted |
| | 2.2 | Measurements for upholstered items are taken and listed |
| | 2.3 | Cutting list is developed using appropriate format, abbreviations and terminology for cut sizes, names and number of pieces in accordance with workplace procedures |
| | 2.4 | Cutting plan to ensure fabric is laid correctly to indicate run for each panel, the dimensions for each component part and to minimise fabric waste is developed in accordance with workplace procedures, noting if fabric is railroaded |
| 3 | Prepare materials for cutting | |
| | 3.1 | Fabrics are selected in accordance with work order and laid out and inspected for flaws and appropriate finish |
| | 3.2 | Nap/pile direction, direction of pattern, pattern repeat and finished side of the materials are identified |
| | 3.3 | Fabrics are squared up to the edges or guide markings on the cutting table |
| | 3.4 | Patterns are laid out following work procedures and instructions using registration points on the pattern and other instructions to match required fabric pattern |
| 4 | Cut material | |
| | 4.1 | Measurements are confirmed and appropriate adjustments to the positioning of fabric are made |
| | 4.2 | Tools and equipment are checked for correct operation |
| | 4.3 | Required cutting operations are completed to cut out fabrics following work instructions |
| | 4.4 | Cut fabric is inspected for quality and unsatisfactory items are processed in accordance with workplace instructions |
| | 4.5 | Fabrics are folded, wrapped using appropriate protective covers and care label information attached prior to |

		despatch to next process following workplace procedures
5	Complete work	<p>5.1 Unused materials are stored, as required</p> <p>5.2 Workplace required documentation, including stock usage, is completed and processed following procedures</p> <p>5.3 Work area is cleaned and damaged tools and equipment tagged, as required</p> <p>5.4 Waste is collected for recycling/re-use as required by workplace procedures</p>

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:	<ul style="list-style-type: none"> • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent • work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving
Tools and equipment include:	<ul style="list-style-type: none"> • cutting table • tape measures • scissors • cutting blades • round knife cutter

Materials to be cut include:	<ul style="list-style-type: none">• straight knife• automatic cutting machines and cloth cutting machine• velvet• vinyl• plain and patterned fabric
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3009B Develop cutting plan and cut multiple layer upholstery fabric.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3009 Develop cutting plan and cut multiple layer upholstery fabric

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum, measure, develop cutting plan, lay out and cut out at least five (5) layers of fabric for an item of upholstered furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Fabric types, common faults and inspection procedures
- Design features of the finished furnishing items in relation to developing the cutting plan, laying out and cutting fabrics
- Work requirements, including workplace standards

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification

- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate scissors and tools, fabrics and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3010 Cut, sew and fit skirts to upholstered furniture

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring, marking out, cutting and sewing skirts for items of upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

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|---|----------------------|-----|---|
| 1 | Plan work operations | 1.1 | Specifications concerning design, fabrics, accessories and finish for the skirts are confirmed with designer/customer/client, as required |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Fabrics, work method and sequence are determined |
| | | 1.4 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 | Appropriate equipment and tools are selected and checked for safe operation |

- | | | | |
|---|---------------------------------------|-----|---|
| | | 1.6 | Fabric is selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| 2 | Measure and mark out pattern/template | 2.1 | Measurements are taken from furniture item to be fitted or from job sheet/specifications |
| | | 2.2 | Pattern/template is developed from measurements |
| | | 2.3 | Fabric is laid out and pattern/template located to conform with pattern/nap/direction of the fabric and to minimise wastage |
| | | 2.4 | Any registration points on the pattern and other instructions to match required pattern components are marked |
| | | 2.5 | Fabric is marked in accordance with workplace procedures |
| 3 | Cut and sew skirts | 3.1 | Fabric is squared up to the edges or guide markings on the cutting table |
| | | 3.2 | Fabric is cut and work inspected to ensure accuracy/tolerance in accordance with workplace procedures |
| | | 3.3 | Sewing machine set-up requirements and adjustments are identified and followed |
| | | 3.4 | Machine maintains required product quality and output |
| | | 3.5 | Finished skirts are checked for required quality and reprocessed, if required |
| 4 | Complete work | 4.1 | Workplace documentation is completed in accordance with procedures |
| | | 4.2 | Waste and scrap are removed in accordance with workplace procedures |
| | | 4.3 | Machines and tools used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | | 4.4 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|---|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving skills |
| Types of skirt include: | <ul style="list-style-type: none">• knife• box• mock box• inverted |
| Tools and equipment include: | <ul style="list-style-type: none">• measuring tape• cutting table• straight edges• skewers• scissors and sewing machines• flatbed walking foot and overlocker |
| Sewing machines include: | |
| Sewing machine set-up and adjustments include: | <ul style="list-style-type: none">• threading machine and winding bobbin• setting required tensions• setting required machine settings• lubricating and adjusting the machine• testing operation for work order requirements |
| Materials include: | <ul style="list-style-type: none">• fabric• calico |

Personal protective equipment includes:	<ul style="list-style-type: none">• chalk• pattern/template material• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3010B Cut, sew and fit skirts to upholstered furniture.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3010 Cut, sew and fit skirts to upholstered furniture

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum, measure, mark out, cut and sew the following types of skirts, two (2) of which are to be lined and one (1) of which is to be fitted to a footstool or chair:
 - knife skirt
 - box skirt
 - mock box
 - inverted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards and inspection procedures
- Work flow in relation to the fabrication of skirts
- Fabric types and characteristics, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabric

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to scissors, cutting table, fabric, sewing machines a work order on furniture to be fitted.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3011 Cut, sew and fit or fill cushions

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring, cutting, sewing, fitting and filling loose and fitted cushions for upholstered furniture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|----------------------|-----|---|
| 1 | Plan work operations | 1.1 | Specifications concerning design, fabrics, accessories and finish for the cushions are confirmed with designer/customer/client, as required |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Fabrics, filling medium, work method and sequence are determined |
| | | 1.4 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 | Appropriate equipment and tools are selected and checked for safe operation |

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|---|----------------------------|-----|--|
| | | 1.6 | Material and filling medium is selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency in accordance with workplace procedures |
| 2 | Cut and sew cushion covers | 2.1 | Material is laid out on cutting table and nap/pile, direction of pattern, pattern repeat and finished side of fabric are identified |
| | | 2.2 | Patterns are laid out using registration points on the pattern and other instructions to match required fabric pattern, ensuring maximum use of the fabric |
| | | 2.3 | Fabric is cut and work inspected to ensure accuracy/tolerance in accordance with workplace procedures |
| | | 2.4 | Sewing machine set-up requirements and adjustments are identified and followed |
| | | 2.5 | Machine maintains required product quality and output |
| | | 2.6 | Finished cushion covers are checked for required quality and reprocessed, if required |
| 3 | Fit and fill cushions | 3.1 | Cushion covers are checked for fit and amount of filling determined for each application |
| | | 3.2 | Cushions are filled to the appropriate size using appropriate methods |
| | | 3.3 | Final sewing of cushion is performed in accordance with workplace procedures |
| | | 3.4 | procedures |
| 4 | Complete work | 4.1 | Workplace documentation is completed in accordance with procedures |
| | | 4.2 | Waste and scrap are collected for disposal/recycling in accordance with workplace procedures |
| | | 4.3 | Machines and tools used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | | 4.4 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|---|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| Tools and equipment include: | <ul style="list-style-type: none">• cutting table• cutting machines• scissors• sewing machines and cushion filling machines |
| Sewing machines include: | <ul style="list-style-type: none">• flatbed• walking foot and overlocker |
| Sewing machine set-up and adjustments include: | <ul style="list-style-type: none">• threading machine and winding bobbin• setting required tensions• setting required machine settings• lubricating and adjusting the machine• testing operation for work order requirements |
| Materials include: | <ul style="list-style-type: none">• fabric• filling material:<ul style="list-style-type: none">• foam• dacron• flock• crumbed foam• springs |

- Personal protective equipment includes:**
- wadding fibre
 - linters and feathers/down
 - that prescribed under legislation, regulations and enterprise policies and practices:
 - safety glasses/goggle
 - hair nets
 - ear muffs/plugs
 - gloves
 - footwear and protective clothing
- Information and procedures include:**
- workplace procedures relating to the use of tools and equipment
 - work instructions, including job sheets, cutting lists, plans, drawings and designs
 - workplace procedures relating to reporting and communication
 - manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3011B Cut, sew and fit or fill cushions.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3011 Cut, sew and fit or fill cushions

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- As a minimum, cut, sew and fit or fill the following cushions:
 - piped border cushion
 - wrap around cushion
 - T-cushion
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work requirements, including workplace standards and inspection procedures
- Work flow in relation to the cutting, sewing and fitting or filling of cushions
- Fabric types and characteristics, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabric

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a cutting table, material, filling medium, sewing machines, cushion filling machine and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3012 Apply marine sewing and installation techniques

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers using marine sewing techniques in the completion of upholstery products/items used in marine applications, such as covers, and fitting the required attachments and fixing devices.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | | | |
|---|------------------|-----|---|
| 1 | Prepare for work | 1.1 | Job requirements are identified from work instructions |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Machines, attachments, materials, work method and sequence are determined |
| | | 1.4 | Equipment, including any supplementary equipment, is identified and checked for safe operation, components and controls |
| | | 1.5 | Materials are identified and inspected and problems, including any materials or part-constructed products which |

		do not meet the job order requirements, are identified and reported in accordance with workplace procedures
	1.6	Work pieces are laid out in sequence in accordance with specifications and workplace procedures
2	Conduct sewing operation	<p>2.1 Sewing machine, including attachments, as required, set-up requirements and adjustments are observed in accordance with workplace procedures</p> <p>2.2 Appropriate thread type and size is fitted to machine</p> <p>2.3 Machine is operated to maintain required product quality and outputs</p> <p>2.4 Reinforcing/protective measures, fittings/attachments and fixing devices are attached in accordance with workplace procedures</p> <p>2.5 Finished products, including covers, are inspected for quality with unacceptable items being reprocessed in accordance with workplace instructions</p>
3	Complete work	<p>3.1 Unused materials are stored, as required</p> <p>3.2 Workplace required documentation, including stock usage, is completed and processed following workplace procedures</p> <p>3.3 Work area is cleaned and damaged tools and equipment tagged, as required</p> <p>3.4 Waste is collected and bundled for recycling/reuse as required by workplace procedures</p>

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
 - work requires individuals to demonstrate some discretion, judgement and problem solving
- Fittings/attachments and fixing devices include:**
- clips
 - press studs
 - buckles
 - eyelets
 - shackles
 - zips
 - reinforcing patches
 - straps
- Job requirements include:**
- required materials
 - threads
 - additional work features
 - shape and special requirements for the item
 - any required workplace documentation to be completed
- Machines include:**
- overlocker
 - flat bed
 - twin needle and walking foot
- Tools and equipment include:**
- measuring tape
 - scissors
 - cutting blades
 - knives and thread
- Materials include:**
- canvas
 - sail materials
 - leather
 - foam-backed vinyl and upholstery fabrics

Personal protective equipment includes:

- that prescribed under legislation, regulations and enterprise policies and practices:
 - safety glasses/goggle
 - hair nets
 - ear muffs/plugs
 - gloves
 - footwear and protective clothing

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFUP3012B Apply marine sewing and installation techniques.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3012 Apply marine sewing and installation techniques

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Prepare and install a minimum of three (3) square metres of cover to at least three (3) vertical or horizontal surfaces
- Sew at least three (3) covers and sew appropriate fasteners and attachments to covers sewn
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Characteristics of materials used and application and requirements of the finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
 - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
 - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to appropriate sewing machine, work orders, materials, fittings and threads.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3013 Cut and sew canvas and acrylics

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers measuring, cutting and sewing canvas and acrylic materials, and applying fixtures and fittings for upholstery applications and for other uses, such as automotive and marine applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--------------------|---|
| 1 Prepare for work | 1.1 Specifications, patterns and/or plans are read and interpreted to identify required material, number and nature of items to be cut and the equipment to be used |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Machines, attachments, tools, materials, work method and sequence are determined |
| | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | 1.5 Equipment, including any supplementary equipment, is |

		identified and checked for safe operation, components and controls
	1.6	Scissors and any other cutting equipment are selected for the material to be cut and checked for appropriate sharpness, operation and safe condition
	1.7	Materials to be cut and sewn are identified and inspected and problems, including any materials which do not meet the job order requirements, are identified and reported in accordance with workplace procedures
2	Develop cutting plan	2.1 Cutting requirements are identified
		2.2 Measurements for item are confirmed, noting locations of high wear/chafing, fittings/attachments and fixing devices
		2.3 If appropriate, cutting list is developed using appropriate format, abbreviations and terminology for cut sizes, and number of pieces in accordance with workplace procedures
		2.4 Cutting plan is developed in accordance with workplace procedures
3	Prepare materials for cutting	3.1 Material is selected in accordance with work order and laid out and inspected for flaws
		3.2 Finished side of the materials are identified and positioned on cutting table for marking/pattern lay out
		3.3 Material is marked out/patterns are laid out following work procedures and instructions
4	Cut material	4.1 Measurements are confirmed and appropriate adjustments to the positioning of fabric are made
		4.2 Tools and equipment are checked for operation
		4.3 Required cutting operations are completed to cut material following work instructions
		4.4 Cut material is inspected for quality and unsatisfactory items are processed in accordance with workplace instructions
		4.5 Cut materials are labelled and despatched to next process in accordance with workplace procedures
5	Conduct sewing operation	5.1 Items to be sewn are inspected for quality and dimensions

- | | | |
|---|---------------|---|
| | 5.2 | Sewing machine, including attachments, as required, is set up in accordance with workplace instructions |
| | 5.3 | Machine is operated in accordance with manufacturer instructions and workplace procedures to maintain required product quality and output |
| | 5.4 | Reinforcing/protective measures, fittings/attachments and fixing devices are attached in accordance with workplace procedures |
| | 5.5 | Finished items are inspected for quality with unacceptable items being reprocessed in accordance with workplace procedures |
| 6 | Complete work | |
| | 6.1 | Workplace documentation, including stock usage, is completed and processed following workplace procedures |
| | 6.2 | Equipment maintenance and work area clean-up are completed following workplace procedures |
| | 6.3 | Waste is collected and bundled for recycling/re-use as required by workplace procedures |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
 - work is carried out in accordance with legislative obligations, environmental legislation, relevant health

	regulations, manual handling procedures and organisation insurance requirements
	<ul style="list-style-type: none">• work requires individuals to demonstrate some discretion, judgement and problem solving
Fittings/attachments and fixing devices include:	<ul style="list-style-type: none">• clips• press studs• buckles• eyelets• shackles• zips• reinforcing patches• straps
Tools and equipment include:	<ul style="list-style-type: none">• measuring tape• scissors• cutting blades• knives and thread
Machines include:	<ul style="list-style-type: none">• overlocker• flatbed• walking foot
Materials may include:	<ul style="list-style-type: none">• cloths• canvases• acrylics• carpets• foam-backed fusion bonded• needle punched materials• thread
Personal protective equipment includes:	<ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing
Information and procedures include:	<ul style="list-style-type: none">• workplace procedures relating to the use of tools and equipment• work instructions, including job sheets, cutting lists, plans, drawings and designs• workplace procedures relating to reporting and communication• manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFUP3013B Cut and sew canvas and acrylics.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3013 Cut and sew canvas and acrylics

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Measure, cut and sew one (1) canvas product and one (1) acrylic product applying binding as an edge finish to a curve and three (3) corners, two metres in length
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for cutting and sewing process
- Operation of work systems and cutting and sewing equipment
- Characteristics of the materials used and the application of the finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures

Assessment Conditions

- Assessors must:

- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to a cutting table, scissors, blades and cutting machines, sewing machine and a work order.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFUP3014 Set up, operate and maintain computer numerically controlled (CNC) cutting machines

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers setting up, operating, adjusting, monitoring and maintaining CNC machines used in the cutting of upholstery materials.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Upholstery

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for work	<div><div>1.1</div><div>Work instructions are used to determine job requirements including design, quality, materials, equipment and quantities</div></div> <div><div>1.2</div><div>Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work</div></div> <div><div>1.3</div><div>Appropriate CNC cutting program and settings are determined</div></div> <div><div>1.4</div><div>Material for cutting is selected and inspected for appropriate quality</div></div> <div><div>1.5</div><div>Machines, cutting tools and jigs are checked for safe and</div></div>

		effective operation
	1.6	Procedures are determined for minimising waste material and for maximising energy efficiency while completing the job
	1.7	Safety equipment, including emergency stops, gauges, guards and controls are checked
2	Set up machines	2.1 CNC cutting program is set to job requirements
	2.2	Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions
	2.3	Trial runs are conducted to check machine operation and quality of finished work
	2.4	Final adjustments are made to CNC programs and equipment according to workplace procedures
3	Operate CNC cutting machine	3.1 Machines are operated and monitored to ensure product quality and output
	3.2	Waste quantities are checked and minimised
	3.3	Problems with the required work, including machine operation/production, are identified and reported in accordance with workplace procedures
	3.4	Any authorised changes in working procedures are followed
	3.5	Daily routine lubrication and adjustments for the equipment are completed
4	Complete work and maintain equipment	4.1 Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures
	4.2	Material that can be re-used is collected and stored
	4.3	Waste and scrap are removed following workplace procedures
	4.4	Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures
	4.5	Unserviceable equipment is tagged and faults identified in accordance with workplace procedures

- 4.6 Operator maintenance is performed on equipment and tooling is maintained in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- | | |
|--|--|
| Unit context includes: | <ul style="list-style-type: none">• WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements• work requires individuals to demonstrate some discretion, judgement and problem solving |
| CNC machines include: | <ul style="list-style-type: none">• fabric cutting machines• leather cutting machines |
| Upholstery materials include: | <ul style="list-style-type: none">• fabrics• leather |
| Personal protective equipment includes: | <ul style="list-style-type: none">• that prescribed under legislation, regulations and enterprise policies and practices:<ul style="list-style-type: none">• safety glasses/goggle• hair nets• ear muffs/plugs• gloves• footwear and protective clothing |

Information and procedures include:

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

Unit Mapping Information

Supersedes and is equivalent to LMFUP3014B Set up, operate and maintain CNC cutting machines.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

Assessment Requirements for MSFUP3014 Set up, operate and maintain computer numerically controlled (CNC) cutting machines

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
 - minimise the risk of injury to self or others
 - prevent damage to goods, equipment and products
 - maintain required production output and product quality
- Set up and program a CNC machine for the cutting task, load fabric and operate machine to accurately cut components for an upholstered furnishing item
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Work flow in relation to the operation of CNC machines
- Identification of machines, processes and procedures, including maintenance requirements
- Procedures for reporting materials, product or equipment faults
- Quality requirements of components produced
- Characteristics of materials used and uses of products produced
- Workplace safety system requirements related to the operation of CNC machines

Assessment Conditions

- Assessors must:
 - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

- have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
- be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to CNC cutting machines, standard operating procedures, unprocessed materials and work orders.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSS015002A Develop strategies for more sustainable use of resources

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers identifying strategies for more sustainable uses of resources. The unit includes the identification of waste as defined in lean manufacturing (muda) as part of a strategy for achieving better sustainability outcomes in a process as well as quantifying theoretical and actual resource (including energy) consumption.

Application of the Unit

This unit applies inside organisations and their value chains and specifically applies to the use of resources as part of an overall response to improving sustainability. The unit has been developed with manufacturing operations as a focus. However, because of the range of organisations in a typical manufacturing value chain it may also be applied to other types of organisations.

The unit assumes that a decision to attempt to achieve more sustainable use of resources has already been made. The unit covers the skills needed for developing a strategic approach to resource use at the organisation or value chain level.

The unit does not cover the technical skills required to implement specific initiatives that may be identified as part of the strategic plan. However, there is a requirement to present and organise data. The complexity of this requirement will vary according to the type and scale of the organisation's processes. Where required, appropriate mathematics and statistics units should be selected from the MEM05 Metal and Engineering Training Package or other appropriate Training Package.

Where the carbon footprint (or water footprint or similar) of an enterprise or value chain is known, the unit can be applied to developing strategies for the reduction of that footprint.

It would typically be undertaken by a manager or technical specialist who had a major responsibility for sustainability as part of a broader work role, or sustainability may be their primary work responsibility.

For specific techniques covering the auditing of water, energy, emissions and transport, refer to relevant sustainability audit units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

- | | |
|---|---|
| 1 Quantify resource consumption | 1.1 Identify all significant resources used by process |
| | 1.2 Identify consumption measurements available for each resource |
| | 1.3 Determine consumption for each resource |
| 2 Quantify resource loss | 2.1 Determine theoretical consumption of each resource |
| | 2.2 Compare theoretical consumption with actual consumption |
| | 2.3 Determine loss (emission) for each resource |
| 3 Recommend strategies for reducing waste | 3.1 Short-list high emission process steps |
| | 3.2 Analyse process to identify emission steps or locations |
| | 3.3 Determine root cause of emission |
| | 3.4 Investigate methods for reducing emission |
| | 3.5 Develop strategies and recommendations for improvement |
| 4 Prepare resources use audit report | 4.1 Identify purpose of report and key stakeholders |
| | 4.2 Compile data, implications and recommendations |
| | 4.3 Consult with stakeholders as appropriate |
| | 4.4 Draft and present report |

Required Skills and Knowledge

Required knowledge includes:

- the concept of muda. Muda is usually summarised under the headings of the ‘seven wastes’ which include:
 - overproduction
 - delay/waiting
 - transportation
 - over processing
 - excess inventory
 - unnecessary motion
 - defects and rework
- methods of material balancing
- methods of energy balancing
- methods of comparing theoretical with actual resource consumption
- methods for mapping manufacturing processes and resources consumed
- methods of measuring actual resource usage
- concept of muda and muda categories
- muda reduction methods and strategies
- AS/NZS ISO 14000 Environmental Management Standards

Required skills include:

- calculating, manipulating and interpreting numerical data, including establishing series, means and averages, absolute and proportional material and energy usage per product or process, correlations and rates of change
- analysing and conducting root cause analysis
- calculating theoretical consumption of resources as the minimum amount of resources per product or process step as defined by the customer multiplied by the rate of production or process
- calculating actual consumption of resources per unit (e.g. per product, operation, site or value chain)
- writing technical reports
- consulting with technical experts and internal and external stakeholders

Evidence Guide

Overview of assessment	A person who demonstrates competency in this unit must be able to identify and quantify resources and waste in a process, recommend strategies to reduce waste and prepare a report with recommendations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different situations and contexts. Critical aspects of assessment and evidence include:</p> <ul style="list-style-type: none"> quantifying significant resource consumption and emission using materials balancing identifying and consulting with stakeholders developing strategies for reducing emissions preparing and presenting a resources use report.
Context of and specific resources for assessment	<ul style="list-style-type: none"> This unit of competency is to be assessed in the workplace or a simulated workplace environment. Assessment should emphasise a workplace context and procedures found in the candidate's workplace. This unit of competency may be assessed with other relevant units addressing sustainability at the enterprise level or other units requiring the exercise of the skills and knowledge covered by this unit. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team.
Method of assessment	<ul style="list-style-type: none"> In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work-like environment.
Guidance information for assessment	

Range Statement

Waste	Waste in this unit is used in the broader sense of ‘muda’ as used in lean manufacturing and the competitive manufacturing units of competency developed by Manufacturing Skills Australia (MSA)
Emissions	<p>Emissions means all materials which enter the process/site but which do not leave as part of the product and so includes:</p> <ul style="list-style-type: none"> known or able to be physically measured emissions of: <ul style="list-style-type: none"> gases, vapours and fumes liquids solids assumed emissions through material balancing assumed emissions through energy loss, including heat, friction and other energy conversion yield losses
Theoretical consumption	Theoretical consumption of resources is the minimum amount of resources per product as defined by the customer multiplied by the rate of production
Actual consumption	Actual consumption is the amount of a resource entering the value chain
Significant resources	<p>Significant resources includes resources which are deemed to be significant because they are:</p> <ul style="list-style-type: none"> high volume high value high environmental significance important to the product or process covered by legislation or regulation important to the enterprise <p>It need not include resources which are incidental to the activity and which are not otherwise significant</p>

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

MSS402001A Apply competitive systems and practices

Modification History

New unit, superceding MSACMS200A Apply competitive manufacturing practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

Application of the Unit

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Identify own place in the value chain	1.1	Identify customers relevant to own work and their needs/requirements
		1.2	Identify suppliers for own work
		1.3	Identify value contributions along the chain
		1.4	Identify and recommend methods of increasing own contribution to the value chain
2	Improve the product and process value	2.1	Identify customer features/benefits in the product and process
		2.2	Identify aspects of product and process which contribute to customer features/benefits
		2.3	Identify aspects of product and process which do not contribute to customer benefits/features
		2.4	Recommend methods of reducing waste and increasing features/benefits
3	Use competitive systems and practices	3.1	Identify competitive systems and practices used in organisation and own work area
		3.2	Apply practices appropriate for the job or process
		3.3	Monitor the job/process and make adjustments to improve it in accordance with procedures
		3.4	Identify own skill requirements and seek skill development, if required

Required Skills and Knowledge

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

Required skills

Required skills include:

- communicating with others to clarify scope of competitive systems and practices implementation and contributing suggestions for improvement
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from operations
- suppliers, their capabilities and contribution to value (this may be obtained from an existing value stream map or other enterprise documentation)
- waste (muda)
- relevant competitive systems and practices for own job and how to apply them
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

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.

Overview of assessment	A person being assessed against this unit will work effectively in a competitive systems and practices environment, making continual positive contributions to the improvement of the business within the scope of their job.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: <ul style="list-style-type: none">• identify the scope of competitive systems and

	<p>practices implemented in their work area</p> <ul style="list-style-type: none"> • identify services and/or functions supplied by suppliers and to customers • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify aspects of products and process which add to or detract from customer benefit • contribute suggestions for improvement.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>

Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.
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Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control And Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted</p>
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	<p>so as to take into account:</p> <ul style="list-style-type: none"> the stage of implementation of competitive systems and practices the size of the enterprise the work organisation, culture, regulatory environment and the industry sector
Customers	<p>Customers may include:</p> <ul style="list-style-type: none"> internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable final customers used as the basis for the identification of value and waste <p>The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features</p>
Suppliers	<p>Suppliers may be:</p> <ul style="list-style-type: none"> internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable <p>The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit</p>
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures formulas/recipes batch sheets temporary instructions and similar instructions provided for the smooth running of the organisation good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402002A Sustain process improvements

Modification History

New unit, superseding MSACMS201A Sustain process improvements - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices.

Application of the Unit

This unit applies to organisations implementing competitive systems and practices and continuous improvement. It covers the skills needed to ensure that process improvements are sustained and opportunities taken to suggest further improvements.

Improvement initiatives can be made by any of a number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known to employees.

The unit can be applied to all areas of an organisation, including production, maintenance, logistics and office functions.

This unit requires the application of skills associated with problem solving, initiative and enterprise and self-management in order to understand implement and monitor improvement practices. It also requires the ability to identify and address personal skill gaps in order to manage own ability to implement change.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

1	Examine previous improvements	1.1	Identify impact of previous process improvements to equipment, operations, services or products in own work area
		1.2	Identify improvements where objectives have not been met
2	Implement corrective actions	2.1	Identify corrective actions that can be taken by self on process improvements that have not met objectives
		2.2	Obtain any required approvals
		2.3	Identify any additional, personal skill gaps and seek skill development
		2.4	Adopt improved processes
3	Check changes	3.1	Identify claimed improvements
		3.2	Identify methods of observing and measuring claimed improvements in own work area
		3.3	Check if claimed improvements are occurring and report problems in accordance with procedures
4	Check for further improvements	4.1	Look for areas of possible further improvement
		4.2	Discuss further improvements with peers and supervisors
		4.3	Take action to implement improvements in accordance with procedures

Required Skills and Knowledge

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

Required skills

Required skills include:

- communicating with others to clarify scope and stage of implementation of competitive systems and practices and contribute suggestions for further improvements in implementation
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)
- monitoring competitive systems and practices performance indicators in own work and work area

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from own work area operations
- suppliers to own work area, their capabilities and contribution to customer benefit
- waste (muda)
- relevant competitive systems and practices for own job and how to apply and monitor the outcomes
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

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.

Overview of assessment	A person being assessed against this unit will be able to demonstrate their willing adoption of new equipment, processes, procedures and practices as well as their
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	expertise at implementing them and making critical reviews of their performance in line with their level of competence and authority.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • implement and monitor process improvements in own work area against objectives • contribute suggestions for further improvement/s • apply procedures for seeking approvals and reporting non-conformances.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made</p>

	to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts
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	<ul style="list-style-type: none"> • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and industry sector
Customers	<p>Customers may be:</p> <ul style="list-style-type: none"> • internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable • final customers used as the basis for the identification of value and waste <p>The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features</p>
Suppliers	<p>Suppliers may be:</p> <ul style="list-style-type: none"> • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable <p>The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit</p>
Measuring improvements	<p>Measuring improvements may include:</p> <ul style="list-style-type: none"> • personally taking measurements • arranging for measurements to be taken/made by appropriate personnel
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipe • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

	<p>practice (GMP) and responsible care) and government regulations</p> <p>Procedures may be:</p> <ul style="list-style-type: none">written, verbal, computer-based or in some other format
Improvements	<p>Improvements include:</p> <ul style="list-style-type: none">techniques for preventing mistakes by designing the operations process, equipment and tools so that an operation literally cannot be performed incorrectly (e.g. baka-yoke)techniques that generate warning signals were a mistake is about to be performed (poka-yoke)

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402010A Manage the impact of change on own work

Modification History

New unit, superseding MSACMC210A Manage the impact of change on own work - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to effectively manage the changes in their own work resulting from their organisation's implementation of competitive systems and practices.

Application of the Unit

This unit applies to an employee in an organisation implementing competitive systems and practices that affect the employee's own work. The unit includes the skills required to positively participate in ongoing and continuous change as it affects their work. The employee will be expected to deal with these changes as part of a team and to give feedback from their own perspective.

This unit requires the application of skills associated with problem solving, planning and organising and self-management for assessing and managing the impact of change on own work. This unit also requires the ability to seek information and feedback from team members on the impact of changes and suggested improvements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Examine the impact of change on own work practices	1.1	Identify competitive systems and practices relevant to changes in own work
		1.2	Examine changes to work flow
		1.3	Examine changes to equipment/process/physical environment
		1.4	Examine changes to work relationship with team members and other teams
		1.5	Examine changes to data collection needs
		1.6	Examine changed work for impacts on health, safety and environment (HSE)
		1.7	Examine changes to quality requirements
		1.8	Identify any additional individual skill needs
		1.9	Identify other areas requiring assistance
2	Implement change	2.1	Review changes which may have an adverse impact with team leader
		2.2	Adopt changes to individual work practice
		2.3	Seek assistance in gathering/processing data, as required
		2.4	Implement the data collection/processing and take actions on resulting information in accordance with procedures
		2.5	Seek assistance/training to meet needs caused by change
3	Implement continuous	3.1	Critically examine all changes
		3.2	Identify impacts of changes both up and down the

improvement

immediate value stream

3.3 Identify areas for improvement

3.4 Make recommendations for improvement in accordance with procedures

Required Skills and Knowledge

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

Required skills

Required skills include:

- identifying the competitive systems and practices being implemented in the organisation that are relevant to own work, including, if implemented:
 - Just in Time (JIT) and kanban systems
 - preventative maintenance
 - 5S housekeeping
 - continuous improvement processes (e.g. kaizen)
 - waste (muda) elimination
 - formal problem solving procedures (e.g. root cause analysis (RCA))
- analysing own work procedures
- communicating with others in work area, team leaders and other employees relevant to changes in own work
- solving problems relevant to changes in own work
- identifying sources of assistance in organisation if difficulty is experienced with changes
- interpreting relevant procedures and instructions
- working as part of a team

Required knowledge

Required knowledge includes:

- features of common competitive systems and practices sufficient for identification, including:
 - JIT and kanban systems
 - preventative maintenance
 - 5S housekeeping
 - continuous improvement processes (e.g. kaizen)

- waste (muda) elimination
- formal problem solving procedures (e.g. RCA)
- current processes and principles of operation
- sources of data on the process/plant and possible applications to information
- methods of determining own skill needs and developing skills, if required
- HSE principles as relevant to own job
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify the competitive systems and practices used in their own work • identify changes to their own work flowing from the implementation of the relevant competitive systems and practices • implement changes • know when and how to seek assistance with work changes • make suggestions for improvements.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to

	contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on. • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA)
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	<p>software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems</p> <ul style="list-style-type: none"> • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Managing impact of change	<p>Managing impact of change may include:</p> <ul style="list-style-type: none"> • elements being undertaken individually or as part of a team • seeking assistance from team leaders for areas outside the employee's range of responsibility and authority
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • all work instructions • standard operating procedures • formulas/recipes • batch sheet • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

	<p>practice (GMP) and responsible care) and government regulations</p> <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format
Gathering and monitoring performance data	<p>The gathering and monitoring of performance data may be:</p> <ul style="list-style-type: none"> undertaken manually by individual employees through charts, tally sheets or keypad/board entry collected automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems
Continuous improvement	<p>Continuous improvement in competitive systems and practices (often referred to as kaizen) includes:</p> <ul style="list-style-type: none"> the continual evaluation and improvement of all process in terms of time required, resources used, resultant quality, and other aspects relevant to the process
Value stream	<p>The value stream begins with the customer and includes all actions (both value adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> sales outlet/representative information gathering, data analysis and research product design raw material sourcing intermediate processing final assembler/collation/preparation support services (e.g. accounting, finance and legal) storage and delivery to customer after market support

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402020A Apply quick changeover procedures

Modification History

New unit, superseding MSACMT220A Apply quick changeover procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quick changeover procedures in an organisation implementing competitive systems and practices.

Application of the Unit

This unit applies to individuals in an organisation which is implementing competitive systems and practices and is pursuing quick changeover as one of its competitive operations tools. The unit can apply to quick changeovers of equipment, processes, batches or product type.

This unit covers the carrying out of these quick changeovers and also recommending improvements within the scope and authority of the individual's job.

Particular technical skills may also be required in some operations sectors and for some jobs. These skills should be gained from the Training Package relevant to the individual's industry and occupation.

This unit requires the application of skills associated with applying quick changeover procedures, including the planning and organising of own work, identifying problems and making suggestions for improvement of procedures.

This unit may not be applicable to a totally continuous operation producing only the one product, or simultaneous range of products. The unit is also not applicable to a maintenance/PVI shutdown as experienced by the continuous process manufacturers. However, where there is continuous operation on a campaign basis, it may be applied to the changeover between campaigns or similar changeovers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Prepare for changeover	1.1	Determine when changeover will be required
		1.2	Review plans and instructions for quick changeover
		1.3	Identify role of others in quick changeover
		1.4	Obtain all required tools/parts/materials for changeover
		1.5	Organise process and tools/parts/materials ready for changeover
2	Make quick changeover	2.1	Plan changeover according to quick changeover principles
		2.2	Liaise and work with relevant people in quick changeover
		2.3	Complete changeover according to procedures
		2.4	Check output meets specification
		2.5	Debrief with all relevant stakeholders
		2.6	Note any steps which cause a problem
		2.7	Recommend changes to problematic steps
3	Improve occupational health and safety	3.1	Identify hazards to self or others in all steps/actions
		3.2	Determine risks from each hazard

- (OHS)
- 3.3 Identify actions which may be performed in a more ergonomic manner
 - 3.4 Recommend changes to improve OHS

Required Skills and Knowledge

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

Required skills

Required skills include:

- determining/predicting when a changeover will occur through knowledge of products and processes in own work area
- communicating with others to clarify scope and procedures for quick changeover and contributing suggestions for improvement
- planning own tasks in quick changeover
- identifying and working to target changeover time
- working as part of a team
- setting up quick changeover using appropriate tools, process skills and procedures
- following OHS procedures and regulatory requirements and notifying risks

Required knowledge

Required knowledge includes:

- principles of quick changeover, including:
 - setting of target time for changeover
 - conversion of internal set-up time to external set-up time, where appropriate
 - simplification of changeover steps
 - monitoring and continuous improvement of changeovers
- relevant operational procedures
- target time for changeover
- relevant OHS regulations and requirements
- purposes/requirements of changeover
- methods of recommending changes
- quality requirements for products and processes
- minimisation of changeover waste (e.g. scrap and energy)

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the scope and equipment to be used in a quick changeover implemented in their work area• identify the target time• understand the difference between internal and external changeover steps• identify own tasks and responsibilities in a quick changeover• identify problems in quick changeovers• contribute suggestions for improvement.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none">• workplace procedures and plans relevant to work area• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee• documentation and information in relation to production, waste, overheads and hazard control/management• reports from supervisors/managers• case studies and scenarios to assess response to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none">• demonstration in the workplace• workplace projects• suitable simulation• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)

	<ul style="list-style-type: none"> targeted questioning reports from supervisors, peers and colleagues (third-party reports) portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> lean operations agile operations preventative and predictive maintenance approaches monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems statistical process control systems, including six sigma and three sigma Just in Time (JIT), kanban and other pull-related operations control systems supply, value, and demand chain monitoring and analysis 5S
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	<ul style="list-style-type: none"> • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Changeover	<p>Changeover may refer to:</p> <ul style="list-style-type: none"> • an exchange of equipment (often dies or tools (traditional)) • a change between products/batches or between campaigns or processes. It may be any quantum change to produce a different product or undertake a different process <p>In competitive systems and practices equipment-based quick changeover techniques in manufacturing can often be referred to under different names, for example:</p> <ul style="list-style-type: none"> • single minute exchange of die (SMED) – The term originated with die changeovers but now often refers to the ability to perform any set-up activity in a minute or less of machine or process downtime • single-digit set-up – performing a set-up activity in a single-digit number of minutes (i.e. fewer than ten) • one touch exchange of die (OTED) – literally, changing a die with one physical motion, such as pushing a button; broadly, an extremely simple procedure for performing a set-up activity
Set-up	<p>Set-up can be divided into two types:</p> <ul style="list-style-type: none"> • internal set-up (work that can be done only when the machine or process is not actively engaged in production) • external set-up (work that can be done concurrently

	<p>with the machine or process performing production duties)</p> <p>The same distinction can be applied to non-production equipment-based work areas where changeovers of processes or operations can be:</p> <ul style="list-style-type: none"> • internal (requires work to stop, be reset, computers restarted, and so on) • external (where work can continue during the changeover)
Set-up time	<p>Set-up time includes:</p> <ul style="list-style-type: none"> • the work time required to change over a machine or process from one item or operation to the next item or operation
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of operations, processes, plant and equipment • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402021A Apply Just in Time procedures

Modification History

New unit, superseding MSACMT221A Apply Just in Time (JIT) procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to work in an organisation implementing Just in Time (JIT) procedures.

Application of the Unit

This unit applies to an individual working in an organisation following JIT who will need to follow procedures which are specific to JIT, such as the controlled flow of material (e.g. the use of kanban and elimination of waste). This will involve the individual in the application of the pull system to their job and the authorisation of product/material flows in accordance with procedures and their level of authority.

This unit requires the application of skills associated with planning and organising and self-management to deliver product on demand using necessary tools, equipment and processes to meet production requirements. The unit also requires an ability to recognise and act on problems that may interfere with meeting production demands.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Respond to indicator of demand	1.1	Identify pull of product through work role
		1.2	Recognise indicator of flow authorisation
		1.3	Identify production or service required
2	Make products or deliver service to demand	2.1	Make product or deliver service as required by ticket
		2.2	Identify any factors likely to prevent demand being satisfied in own work or work of the team
		2.3	Take action in accordance with procedures
3	Update demand information as required	3.1	Record information on ticket to procedures, as required
		3.2	Facilitate operation of flow authorisation as part of work
4	Recommend improvements	4.1	Examine the operation of the JIT system as it relates to own work
		4.2	Identify areas for improvement
		4.3	Identify any additional personal skill requirements to implement JIT procedures
		4.4	Recommend improvements

Required Skills and Knowledge

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

Required skills

Required skills include:

- receiving ticket, kanban, order or other indicator of demand and interpreting correctly for own work function, including quantity, quality, time and delivery requirements
- ensuring that all production and movement of parts/material or delivery of a service for which the individual is responsible for takes place only as required by a downstream operation
- recognising and taking appropriate action on faults and other issues that may threaten the JIT delivery of own product or service
- reading and recording information on tickets or other indicators of demand
- suggest improvements to JIT system, as appropriate
- performing technical functions to meet indicators of demand from downstream and to issue indicators of demand upstream

Required knowledge

Required knowledge includes:

- relevant indicator of demands for own job
- own role in flow authorisation
- JIT methods relevant to job
- procedures for recommending improvements

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the indicators of demand and the flow authorisation system in their work area• relate products and services supplied by suppliers and customers to the flow authorisation system• identify own tasks and responsibilities and relate them to the flow authorisation system• interpret received indicators of demand correctly for quantity, quality and time of delivery• contribute suggestions for improvement.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p>

	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using some combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

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>Competitive systems and practices</p>	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
<p>JIT</p>	<p>JIT is a scheduling concept that calls for any item or service needed for an operation, whether a service, raw material, finished item, or anything in between to be available:</p>

	<ul style="list-style-type: none"> precisely when the service, product or operation is to be produced or undertaken in the right quantity and at the right quality
Product	<p>Product may include:</p> <ul style="list-style-type: none"> a physical product a supporting utility service, such as water, gas, power some other service (e.g. cranes and forklifts)
Flow authorisation	<p>Flow authorisation refers to:</p> <ul style="list-style-type: none"> a system which authorises the worker to make a product without reference to another authority
Indicator of demand	<p>An indicator of demand may include:</p> <ul style="list-style-type: none"> kanban bin, ticket or similar some other indicator of demand pull which authorises production or movement of an item (in some plants, this may also include authorisation using SCADA software) <p>In continuous operations organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar</p>
Ticket	<p>A ticket may include:</p> <ul style="list-style-type: none"> kanban or some other record, paper or electronic, which constitutes the whole or part of the flow authorising system (where kanban bins are used, there may be no other record)
Kanban	<p>Kanban refers to:</p> <ul style="list-style-type: none"> a card or sheet used to authorise production or movement of an item and may vary in format or content between organisations and departments
SCADA	<p>SCADA refers to:</p> <ul style="list-style-type: none"> a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action
Pull system	<p>A pull system refers to:</p>

	<ul style="list-style-type: none">• an operations planning system based on making on demand, as opposed to a push system based on making for stock using a sales forecast
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none">• work instructions• standard operating procedures• formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402030A Apply cost factors to work practices

Modification History

New unit, superseding MSACMT230A Apply cost factors to work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to identify cost components in their work and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

The unit covers the skills to be able to assess the relative costs of the alternatives and use this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

This unit requires the application of skills associated with problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

unit of competency. 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.

Elements and Performance Criteria

1	Identify the major cost components of product or process in own work area	1.1	Identify cost components in the product or process in own work area
		1.2	Recognise the impact of current or alternative actions on costs
2	Identify constraints to cost-efficiency	2.1	Identify required production/process rate and major costs
		2.2	Identify costs factors under individual or team control
		2.3	Relate identified costs factors to impact on overall cost of production/process
		2.4	Identify cost factors that are a constraint to cost-efficiency in own work area
3	Apply cost-efficient work practices	3.1	Identify and explain to relevant people the implications of possible actions/changes to improve cost-efficiency in simple financial terms
		3.2	Identify non-financial implications of proposed changes in discussion with relevant people
		3.3	Select actions which minimise overall costs
		3.4	Monitor actions to ensure cost-efficiency in own work area is maintained

Required Skills and Knowledge

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

Required skills

Required skills include:

- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- identifying fixed and variable cost components relevant to own work, including where applicable:
 - power/energy
 - materials, plant and equipment
 - production or process time, including impact on salary and wages
 - office expenses
 - government taxes and charges

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense and income
- major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the scope of their own and their teams work and relate it to the overall flow of work in the organisation• express cost factors in specific terms (e.g. cost per
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	<p>item, process and task) and not just in a general manner</p> <ul style="list-style-type: none"> • identify and express costs factors in simple financial terms • use cost factors to select lower cost alternatives when making decisions.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and</p>

	literacy capacity of the candidate and the work being performed.
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Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems
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	<p>and practices</p> <ul style="list-style-type: none"> the size of the enterprise the work organisation, culture, regulatory environment and the industry sector
Cost components	<p>Cost components include:</p> <ul style="list-style-type: none"> fixed and variable costs, such as power/energy, materials, plant and equipment, production or process time, including impact on salary and wages office expenses, such as telephone government taxes and charges
Process	<p>Process may include:</p> <ul style="list-style-type: none"> a production, maintenance, logistics, office or other support process in an organisation
Overall cost	<p>Overall cost may include:</p> <ul style="list-style-type: none"> the assessment of negative and positive financial implications negative long-term issues, such as occupational health and safety (OHS), environmental and regulatory issues

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402031A Interpret product costs in terms of customer requirements

Modification History

New unit, superseding MSACMT231A Interpret product costs in terms of customer requirements - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to be able to identify the major cost components of either products or processes, the basic relationship of these to customer benefit, and use this to help minimise waste (defined as anything not delivering value as defined by the customer). It has a different focus to MSS402030A Apply cost factors to work practices, which focuses on costs in isolation, whereas this unit regards all costs not directly leading to customer benefit as waste.

Application of the Unit

This unit applies to an individual who uses their understanding of the customer's requirements of the product or process being undertaken as the basis for investigating work processes to identify waste sources and then takes action relevant to their level of competency and authority to reduce this waste. It requires an understanding of both the cost factors in the products they make and also the benefits which the customer derives from the product.

This competency may be performed individually or in a team-based environment.

This unit requires the application of skills associated with analysis and problem solving to identify waste and determine ways to minimise waste. This unit requires initiative and enterprise and application of learning in concepts of waste and waste minimisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Identify cost components deriving from customer benefit and other costs	1.1	Identify customer features/benefits in product or process being undertaken
		1.2	Identify cost components which deliver customer features/benefits and those which do not
2	Compare required performance of product or process steps with actual performance	2.1	Identify performance required to meet customer needs in own work and that of team
		2.2	Identify actual performance
		2.3	Compare cost components of products or process with current customer-related targets
		2.4	Separate costs components into those that contribute to customer features/benefits and those that do not
		2.5	Determine non-contributing cost components which are under control of the individual or team
3	Minimise waste	3.1	Recommend changes to eliminate or reduce waste
		3.2	Adopt changes which minimises waste
		3.3	Monitor effect of changes to ensure gains are made against customer features/benefits

Required Skills and Knowledge

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

Required skills

Required skills include:

- identifying customer benefit in own work and that of the individual's team
- identifying financial and other performance indicators for own work and of team, including where appropriate, takt time
- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- classifying fixed and variable cost components in terms of relevancy to customer benefit, including where applicable:
 - power/energy
 - materials, plant and equipment
 - production or process time, including impact on salary and wages
 - required and unnecessary downtime
 - office expenses
 - government taxes and charges

Required knowledge

Required knowledge includes:

- value as defined by the customer and the relevancy to own and team's work
- ability to access company information about:
 - customer features/benefits
 - cost components of products made
 - costs concepts, such as expense and income
 - major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify customer benefit from own and team's work• express cost factors (financial and other factors) in specific terms (e.g. cost per item, process and task), and not just in a general manner• identify and express costs factors in simple financial terms• contribute suggestions for improvement to minimise waste and overall costs.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none">• workplace procedures and plans relevant to work area• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee• documentation and information in relation to production, waste, overheads and hazard control/management• reports from supervisors/managers• case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none">• demonstration in the workplace• workplace projects• suitable simulation• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on• targeted questioning• reports from supervisors, peers and colleagues (third-party reports)• portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p>

	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none">• lean operations• agile operations• preventative and predictive maintenance approaches• monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems• statistical process control systems, including six sigma and three sigma• Just In Time (JIT), kanban and other pull-related operations control systems• supply, value, and demand chain monitoring and analysis• 5S• continuous improvement (kaizen)• breakthrough improvement (kaizen blitz)• cause/effect diagrams• overall equipment effectiveness (OEE)• takt time• process mapping• problem solving
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	<ul style="list-style-type: none"> • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customer features/benefits	<p>Customer features/benefits include:</p> <ul style="list-style-type: none"> • characteristics of the product or service which add value to the customer, this value may be assessed in financial or features terms <p>The customer may be:</p> <ul style="list-style-type: none"> • internal or external
Performance	<p>Performance may include:</p> <ul style="list-style-type: none"> • the rate of output of the plant compared to the rate required to meet demand • takt, where takt time is the allowable time to produce one product at the rate and quality customers are demanding it (this is NOT the same as cycle time, which is the normal time to complete an operation on a product – which should be less than or equal to takt time)
Customer-related targets	<p>Customer-related targets include:</p> <ul style="list-style-type: none"> • internally set financial and operational targets that contribute to meeting customer features/benefits
Contributing and non-contributing cost components	<p>Contributing costs include:</p> <ul style="list-style-type: none"> • costs that make a direct contribution to customer features/benefits. These costs continue to need to be incurred (although they may be minimised) in order to gain the customer feature/benefit <p>Non-contributing costs include:</p> <ul style="list-style-type: none"> • other costs that do not contribute to customer features/benefits. These may be costs that must be maintained, such as regulatory compliance and occupational health and safety (OHS) costs and other costs which are not required and do not contribute to customer features and so should be eliminated if possible (this is also defined in terms of waste – see

	below)
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) includes:</p> <ul style="list-style-type: none">• any activity which does not contribute to customer or organisation benefit/features in the product <p>Categories of waste include:</p> <ul style="list-style-type: none">• excess production and early production• delays• movement and transport• poor process design• inventory• inefficient performance of a process• making defective items <p>Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers</p>

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402040A Apply 5S procedures

Modification History

New unit, superseding MSACMT240A Apply 5S procedures in a manufacturing environment
- Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to apply 5S procedures to their own job and work area. The unit assumes the employee has a particular job and an allocated work area and that processes in the work area are known by the individual.

Application of the Unit

This unit applies to an individual in an organisation who works in an operational position as part of production, maintenance, logistics, and so on. The unit can also apply to individuals in other organisations who have a discrete role and responsibility for individually managed processes. For employees in an office, the specific office-related unit *MSS402041A Apply 5S* in an office should be selected.

This unit applies where an organisation has decided to embark on a competitive systems and practices strategy and as part of this has adopted the philosophy of 5S as one of the tools to improve performance. The employee needs to apply 5S to their job and work area and maintain the housekeeping and other standards set by 5S.

This unit requires the application of skills associated with planning and organising, problem solving and self-management, in order to identify and implement 5S housekeeping practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Sort needed items from unneeded	1.1	Identify all items in the work area
		1.2	Sort items to achieve deliverables and value expected by downstream and final customers
		1.3	Sort items required for regulatory or other required purposes
		1.4	Place any non-essential item in a appropriate place other than the workplace
		1.5	Regularly check that only essential items are in the work area
2	Set the workplace in order	2.1	Identify the best location for each essential item
		2.2	Place each essential item in its assigned location
		2.3	After use immediately return each essential item to its assigned location
		2.4	Regularly check that each essential item is in its assigned location
3	Shine the work area	3.1	Keep the work area clean and tidy at all times
		3.2	Conduct regular housekeeping activities during shift
		3.3	Ensure the work area is neat, clean and tidy at both beginning and end of shift

4	Standardise activities	4.1	Follow procedures
		4.2	Follow checklists for activities, where available
		4.3	Keep the work area to specified standard
5	Sustain the 5S system	5.1	Clean up after completion of job and before commencing next job or end of shift
		5.2	Identify situations where compliance to standards is unlikely and take actions specified in procedures
		5.3	Inspect work area regularly for compliance to specified standard
		5.4	Recommend improvements to lift the level of compliance in the workplace

Required Skills and Knowledge

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

Required skills

Required skills include:

- communicating with others to clarify issues during 5S implementation, communicate results and contribute suggestions for improvement
- visualising operations in terms of flow and contribution to customer outcomes
- planning own tasks in implementation of 5S
- implementing 5S in own work area according to instructions
- identifying waste (muda)
- prioritising activities and items
- reading and interpreting documents describing procedures
- recording activities and results against templates and other prescribed formats
- working with others
- solving problems

Required knowledge

Required knowledge includes:

- operations and processes relevant to own job
- meaning and application of 5S steps to own job and work area
- principles of efficient workplace organisation
- purposes of 5S
- methods of making/recommending improvements

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify and explain the stages of 5S • implement 5S in own work area • identify waste (muda) in the work area.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects

	<ul style="list-style-type: none"> • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems
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	<ul style="list-style-type: none"> • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
5S	<p>5S is a system of work organisation originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is:</p> <ul style="list-style-type: none"> • sort • set in order • shine • standardise • sustain
Sort	<p>Sort involves keeping only what is absolutely necessary for the processes in the work area. Sort includes:</p> <ul style="list-style-type: none"> • clearing the work area of all non-essential equipment and materials <p>Non-essential items are those not required to either produce product, conduct process or operations, or make required adjustments to equipment during process or operations</p>
Set in order	<p>Set in order includes:</p> <ul style="list-style-type: none"> • assigning required equipment and materials appropriate locations in the work area

Shine	<p>Shine includes:</p> <ul style="list-style-type: none"> keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardise	<p>Standardising includes:</p> <ul style="list-style-type: none"> activities that help maintain the order and the housekeeping standards using procedures and checklists developed from a procedure
Sustain	<p>Sustain includes:</p> <ul style="list-style-type: none"> making sure that daily activities are completed every day regardless of circumstance cleaning up after a job undertaking inspections, including: <ul style="list-style-type: none"> informal inspections carried out often, at least weekly formal inspections carried out at least monthly generating continuous improvement actions from daily activities following up specific actions to generate continuous improvement
Items in work area	<p>Items in work area may include:</p> <ul style="list-style-type: none"> tools jigs/fixtures materials/components plant and equipment manuals personal items (e.g. bags, lunch boxes and posters) safety equipment and personal protective equipment other items which happen to be in the work area
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures formulas/recipes batch sheets temporary instructions and similar instructions provided for the operation of the plant good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

	<p>practice (GMP) and responsible care) and government regulations</p> <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer based or in some other format
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402050A Monitor process capability

Modification History

New unit, MSACMT250A Monitor process capability - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required for gathering of data and the interpretation of simple information to determine the compliance of the process and the taking of action as defined by the procedures where the information reveals the process is out of control parameters.

Application of the Unit

This unit applies to an individual in an organisation adopting specific competitive systems and practices, usually either six sigma or statistical process control/three sigma, as a means of determining and improving the capability of their process to customer requirements. The individual is involved in collecting specified data and performing specified manipulations to the data (typically by plotting on a chart or by entering into a nominated computer program). The information is typically presented to team members in terms of graphs/charts which they are expected to interpret at a basic level and then take action in accordance with procedures to restore the process to being under control parameters.

This unit requires the application of skills associated with entering and monitoring operational data and information and requires initiative, enterprise and problem solving in identifying production variations and making improvement recommendations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

1	Collect and process data	1.1	Take specified measurements/readings, as required
		1.2	Enter data in log, computer or other record
		1.3	Manipulate and/or chart data as required by procedures
2	Identify variations that are not random and take action	2.1	Examine chart and/or reliability information
		2.2	Distinguish between random variations and those with an identifiable cause
		2.3	Take action specified in procedures when a variation with an identifiable cause occurs
3	Assist in process improvement	3.1	Collect data for process capability improvement trials
		3.2	Make recommendations for improvement
		3.3	Implement revised capability monitoring procedures

Elements and Performance Criteria

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.

Required Skills and Knowledge

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

Required skills

Required skills include:

- reading and interpreting electronic and hard copy operating instructions and documents, including where used:
 - work instructions

- standard operating procedures
- formulas/recipes
- production and batch sheets
- temporary instructions
- other provided operating instructions
- monitoring performance data against specifications and control parameters
- examining equipment procedures, products and processes for possible causes of variations
- identifying when corrective action is required by reference to procedures

Required knowledge

Required knowledge includes:

- data collection methods for operations in work area
- data processing techniques required
- basic variability and normal distribution
- recognition of identifiable causes in accordance with procedures
- causes of different types of identifiable causes as defined by procedures
- actions to be taken for the different causes

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	
	<p>Evidence should be available of data collected and processed. There may also be evidence of assignable causes recognised and action taken. There should not be evidence of assignable causes being ignored.</p> <p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the scope of operations, including required performance parameters in their work area• collect, enter and process data, including normal performance and variations• read and interpret data, including identifying variation to set parameters• determine where assignable causes can be allocated to variations and take appropriate action• participate in data collection, when required, for

	<p>process capability trials</p> <ul style="list-style-type: none"> • contribute suggestions for improvement.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems. • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
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Six sigma	<p>Six sigma is a process improvement methodology based on statistical process control with six sigma limits which equates to 3.4 defects per million opportunities for each product or service transaction</p> <p>Six sigma is also often used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package</p>
Three sigma	<p>Three sigma includes:</p> <ul style="list-style-type: none">• statistical process control with three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none">• work instructions• standard operating procedures• formulas/recipes• batch sheets• temporary instructions and similar instructions provided for the smooth running of the plant• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care)• government regulations <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer-based or in some other form
Random variation	<p>Random variation is the term used in statistical control to refer to those variations for which no cause can be found</p>
Identifiable cause	<p>Identifiable cause (also referred to as assignable cause or special cause) refers to:</p> <ul style="list-style-type: none">• those variations for which a cause can be found and so the cause of the variation eliminated
Process capability	<p>Process capability means the capability of the process to deliver to customer defined requirements. Process capability includes process stability against standardised practices and documentation to eliminate variation against customer requirements</p>

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402051A Apply quality standards

Modification History

New unit, superseding MSACMT251A Apply quality standards - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quality standards to work operations in an organisation. The unit is designed to complement competitive systems and practices units.

Application of the Unit

This unit applies to an individual who is expected to take responsibility for the quality of their own work, and to take actions specified in the procedures and within the scope of their job and authority to ensure that quality standards are met.

This unit requires the application of skills associated with interpreting and applying workplace standards and identifying and addressing problems that interfere with quality outcomes. The unit requires initiative, enterprise and self-management to ensure quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Assess own work	1.1	Continuously check completed work against workplace standards relevant to the operation being undertaken
		1.2	Demonstrate an understanding of how the work activities and completed work relate to the next production process or processes and to the final products or services concerned
		1.3	Identify and isolate faulty components, products or processes
		1.4	Record and/or report faults and any identified causes to the supervisor concerned, where required, in accordance with workplace procedures
2	Assess quality of received components, parts or materials	2.1	Continuously check received components, parts, materials, information, service or final products against workplace standards and specifications for conformance
		2.2	Demonstrate an understanding of how the received components, parts or materials, information or service relate to the current operation and how they contribute to the final quality of the product or service
		2.3	Identify and isolate faulty components, parts, materials or information that relate to the operator's work
		2.4	Record and/or report faults and any identified causes in accordance with workplace procedures
		2.5	Identify causes of any identified faults and take corrective action as specified in workplace procedures
3	Measure components, parts or materials	3.1	Measure materials, component parts, information, service or products, as required, using the appropriate measuring instruments in accordance with workplace procedures

4	Record information on production indicator	4.1	Record basic information on quality and other indicators of process performance in accordance with workplace procedures
5	Investigate causes of quality deviations	5.1	Investigate and report causes of deviations from specified quality standards for components
		5.2	Recommend suitable preventative action based on workplace quality standards and the identified causes of deviations from specified quality standards of materials

Required Skills and Knowledge

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

Required skills

Required skills include:

- interpreting work instructions, specifications, standards and patterns appropriate to own work
- carrying out relevant visual inspections of materials, component parts and final products
- carrying out relevant physical/chemical measurements or tests
- maintaining accurate work records in accordance with procedures
- carrying out work in accordance with occupational health and safety (OHS) policies and procedures
- meeting work specifications
- communicating effectively within defined workplace procedures
- interpreting and applying defined procedures

Required knowledge

Required knowledge includes:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- basic characteristics of materials used in the relevant production processes
- safety and environmental aspects of relevant production processes
- relevant measurement techniques and quality checking procedures
- workplace procedures
- reporting procedures

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• interpret, relevant work instructions, standards and specifications appropriate to own work• check and measure relevant quality parameters• interpret results of quality checks in terms of specifications, patterns and work standards• take required action where standards of materials, component parts, final product or work processes are found to be unacceptable• maintain accurate records.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none">• workplace procedures and plans relevant to work area• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee• documentation and information in relation to production, waste, overheads and hazard control/management• reports from supervisors/managers• case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none">• demonstration in the workplace• workplace projects• suitable simulation• case studies/scenarios (particularly for assessment of

	<p>contingencies, improvement scenarios, and so on)</p> <ul style="list-style-type: none"> • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis
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	<ul style="list-style-type: none"> • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Quality parameters	<p>Quality parameters may include:</p> <ul style="list-style-type: none"> • finish • size • durability • product or process variations • materials • alignment • colour • damage and imperfections • time
Quality checks	<p>Quality checks are against set parameters for the process or product. Examples include:</p> <ul style="list-style-type: none"> • visual inspection • physical measurements • chemical tests • checks against patterns, templates and guides • processing time
Materials	<p>Materials may include:</p> <ul style="list-style-type: none"> • physical raw materials • orders, forms and other documentation • services required for undertaking an operation (e.g. power, water, compressed air and fuel)

Measure	<p>Measure includes:</p> <ul style="list-style-type: none"> those measurements which may be taken by the employee in the workplace/at their work station
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures formulas/recipes batch sheets temporary instructions and similar instructions provided for the operation of the plant good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer-based or in some other format
Indicators of production performance	<p>Indicators of production performance may include:</p> <ul style="list-style-type: none"> number of items/production rate delays and causes of delays (where known) other information as specified in the procedures
Data entry/recording	<p>Data entry/recording may include:</p> <ul style="list-style-type: none"> keyboard written (including ticks or signs) verbal
Sources of information/ documents	<p>Sources of information/documents may include:</p> <ul style="list-style-type: none"> quality and Australian standards and procedures work instructions, patterns, designs and recipes organisation work procedures manufacturer instructions for materials and equipment organisational or external personnel customer requirements
Investigate and report	<p>Investigate and report includes:</p> <ul style="list-style-type: none"> following set procedures defined for such investigations <p>Set procedures may include:</p> <ul style="list-style-type: none"> verbal instructions

	<ul style="list-style-type: none"> documented procedures other quality procedures as implemented within an organisation or work environment
Workplace context	<p>Workplace context includes:</p> <ul style="list-style-type: none"> work organisation procedures and practices relating to the manufacture and quality outcomes for products conditions of service, legislation and industrial agreements, including: <ul style="list-style-type: none"> workplace agreements and awards federal or state/territory legislation standard work practice
Reporting/communication	<p>Reporting/communication may include:</p> <ul style="list-style-type: none"> verbal and written communication in accordance with organisational policies and procedures oral, written or visual communication and may include simple data
Being responsible for the maintenance of own work quality	<p>Being responsible for the maintenance of own work quality may include:</p> <ul style="list-style-type: none"> contributing to the quality improvement of team or section output, where necessary, in accordance with workplace procedures following safety, environmental, housekeeping and quality procedures as specified by materials/machine/equipment manufacturers, regulatory authorities and the organisation
Applicable regulations and legislation	<p>Applicable regulations and legislation may include:</p> <ul style="list-style-type: none"> OHS legislation relevant to workplace activities workers compensation legislation

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402060A Use planning software systems in operations

Modification History

New unit, superseding MSACMT260A Use planning software systems in manufacturing -
Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to access planning software (often known as Enterprise resource Planning (ERP), Materials Resource Planning (MRP and MRPII), and often by a proprietary name, to make routine business decisions required of the person as a regular part of their job.

Application of the Unit

This unit applies to an individual in an organisation using a planning software system and who must interface with that system. The unit applies to both accessing information from the planning software system and using it as an aid to decision making. This unit requires the application of communication, planning, and problem solving associated with using planning software in own work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Use interface	1.1	Identify terminals relevant to own work station and functions
		1.2	Use keyboards, track ball/mouse and monitor and/or other peripherals to access system
		1.3	Navigate through system and screens to find program menu and data relevant to own work
		1.4	Identify and input information on own work processes at required frequency and to required detail
		1.5	Access message section and acknowledge messages
		1.6	Identify problems and make suggestions for improvements to relevance of planning software to own work
2	Access information	2.1	Identify work processes that require information from planning software system
		2.2	Obtain relevant data and information on current operations from the planning software system
		2.3	Identify the status of items in the value stream
		2.4	Access historical data and information
		2.5	Interpret information and identify and prioritise any actions required in response to information
3	Take appropriate actions in accordance with procedures	3.1	Take actions in response to information obtained from planning software
		3.2	Follow up as appropriate to ensure anticipated results have occurred
		3.3	Record adjustments and variations according to procedures

3.4 Identify any learning needs to use planning software and seek appropriate support

Required Skills and Knowledge

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

Required skills

Required skills include:

- reading and interpreting electronic and hard copy operating instructions and documents, including where used:
 - work instructions
 - standard operating procedures
 - formulas/recipes
 - production and batch sheets
 - temporary instructions
 - other provided operating instructions
- working within access control requirements of the planning software system
- identifying modules, screens, files, and so on, of software relevant to own work
- logging in and using terminals and planning software at a level of access appropriate to own work
- accurately inputting data
- searching and retrieving data
- accessing nominated assistance with planning software

Required knowledge

Required knowledge includes:

- technical knowledge needed to operate own work processes
- planning software system and operation, including:
 - terminal locations and types
 - security and access arrangements
 - range of information held in planning software relevant to own work
 - data collection methods for operations in work area
 - assistance arrangements for users of planning software
 - business activities exercised by/through the planning software system
- value created by operations for customers

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the scope and relevance of planning software system to their own work• enter and retrieve data, including normal performance and variations• use planning software system to assist in own work• contribute suggestions for improvement to performance and relevance of planning software to own work area.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none">• workplace procedures and plans relevant to work area• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee• documentation and information in relation to production, waste, overheads and hazard control/management• reports from supervisors/managers• case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none">• demonstration in the workplace• workplace projects• suitable simulation• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)• targeted questioning• reports from supervisors, peers and colleagues

	<p>(third-party reports)</p> <ul style="list-style-type: none"> • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz)
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	<ul style="list-style-type: none"> • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Planning software	<p>Planning software includes:</p> <ul style="list-style-type: none"> • software systems which integrate a range of business information, such as finance, logistics maintenance and production (frequently referred to as ERP, MRP, MRPII or a range of proprietary names)
Relevant data and information	<p>Relevant data and information may include:</p> <ul style="list-style-type: none"> • technical and other drawings • standard operating procedures and other work instructions • production schedules including historical data • orders and order tracking information • stock control • contact lists • occupational health and safety (OHS) information
Value stream	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement, stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing

	<ul style="list-style-type: none"> • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support
Items in the value stream	<p>Items in the value stream refer to information held within the planning software system that contributes to creating value as determined by the customer. Depending on the organisation it may include:</p> <ul style="list-style-type: none"> • physical elements of the production system, such as sites, work stations, equipment, material, including stock, work in progress and finished products • information needed to meet customer requirements, such as designs, drawings, work instructions, standard operating procedures, standards, material lists and pricing • information not directly related to current customer requirements but required by the organisation
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402061A Use SCADA systems in operations

Modification History

New unit, superseding MSACMT261A Use SCADA systems in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to interact with a System Control and Data Acquisition (SCADA) system as part of their job.

Application of the Unit

This unit applies to an individual in an organisation using a SCADA system and the individual must interface with that system. The individual will need to access this system as part of their routine and take actions based on the information they obtain from the SCADA system in accordance with procedures.

This unit requires the application of skills associated with using communication tools and technology for management of own work, planning and problem solving.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Use operator interface	1.1	Identify SCADA terminals relevant to own work station and functions
		1.2	Use keyboards, track ball, monitor and/or stand alone controllers to access/interrogate system
		1.3	Use correct level of access and find all relevant screens and information
		1.4	Access message section and acknowledge messages
		1.5	Input and output information correctly according to program and organisation requirements
2	Use information	2.1	Obtain data and information from SCADA, as required, including process, supply and product chain data
		2.2	Interpret data and information as required by own job
		2.3	Find and use relevant historical data and information
		2.4	Use manufacturer manuals or specifications, as required, to expand knowledge of SCADA system relevant to own work
		2.5	Determine and prioritise required actions
3	Make required changes in accordance with procedures	3.1	Adjust production/process in response to SCADA information
		3.2	Record adjustments and variations to specifications/schedules and report to appropriate personnel
		3.3	Seek feedback and information on adjustments to further improve procedures, where required

Required Skills and Knowledge

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

Required skills

Required skills include:

- using SCADA terminals and other input devices
- reading and interpreting electronic and hard copy SCADA operating instructions and documents, including where used:
 - work instructions
 - standard operating procedures
 - temporary instructions
 - other provided operating instructions
- working within security and access control requirements of the SCADA system
- identifying modules, screens, and so on, of SCADA system relevant to own work
- accurately inputting and outputting data
- searching and retrieving data
- accessing SCADA system nominated assistance, when required

Required knowledge

Required knowledge includes:

- technical knowledge needed to operate own work processes
- hierarchy of SCADA system and operation
- information available from and controls exercised by/through the SCADA system

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the scope and relevance of the SCADA system to their own work• access correct levels of the SCADA system• enter and retrieve data, including normal performance and variations
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	<ul style="list-style-type: none"> • use SCADA system to assist in own work.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented ,or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
SCADA	<p>SCADA refers to:</p> <ul style="list-style-type: none"> • a number of systems which automatically collect

	<p>critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action</p> <p>In some industry sectors, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as Distributed Control System (DCS). These sectors may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system).</p> <p>SCADA systems may provide information from outside of the process, such as stock/material levels in a customer plant and/or available supply, supply rates and pricing from a supplier plant. This information may all be accessed by the SCADA system and the employee using it in order to make production rate and other control decisions (either automatically or human assisted) about their own operations and work processes</p>
Supply and product chains	<p>The supply chain Includes:</p> <ul style="list-style-type: none"> all suppliers in the chain from the initial raw material up to the current step in the operations process <p>The product chain includes:</p> <ul style="list-style-type: none"> all steps after the current step up to the final customer <p>Competitive systems and practices organisations encompass the entire production system, beginning with the customer, and includes:</p> <ul style="list-style-type: none"> the product sale outlet the final assembler product design raw material mining and processing all tiers of the value stream (sometimes called the supply chain) <p>Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive systems and practices can reach its full potential without including the entire 'organisation' in its planning</p>
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures

	<ul style="list-style-type: none">• formulas/recipes• batch sheets• temporary instructions and similar instructions provided for the smooth running of the plant• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care)• government regulations <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer-based or in some other format
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402080A Undertake root cause analysis

Modification History

New unit, superseding MSACMT280A Undertake root cause analysis - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake root cause analysis (RCA) by any person. This will often be undertaken by people working in a team. This unit also covers the competencies needed by operators to contribute to an advanced maintenance strategy using RCA coupled with diagrams and charts.

Application of the Unit

This unit applies to individuals working in an organisation which is applying competitive systems and practices strategies. The unit applies to the formal problem solving to root cause that the individual must undertake in their own work area or where the individual contributes to problem solving to root cause as part of a team.

This unit requires an ability to seek and apply information from a variety of sources in order to inform RCAs. Initiative and enterprise is also required to identify quick fix and permanent solutions to problems.

Where training in a wider range of problem solving techniques and tools is required the unit MSAPMSUP390A Use structured problem solving tools should be selected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

essential outcomes of a unit of competency.

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.

Elements and Performance Criteria

1	Recognise problems	1.1	Identify features or occurrences indicative of a problem
		1.2	Use appropriate tools, techniques and charts to define the problem
2	Implement quick fix	2.1	Recommend a quick fix within the scope of competency and authority
		2.2	Use technology or processes relevant to the problem to implement quick fix
3	Determine root cause	3.1	Identify a range of possible causes
		3.2	Gather data and other information to eliminate or confirm possible causes
		3.3	Use available data and information to link causes and effects
		3.4	Seek assistance, as required
		3.5	Identify root cause
4	Develop permanent solution	4.1	Identify a range of methods to eliminate the root cause or break the cause tree
		4.2	Select the most appropriate solution
		4.3	Liaise with relevant people
		4.4	Recommend or implement solution within the limits of competency and authority

4.5 Monitor impact of solution and make further recommendations, as required

Required Skills and Knowledge

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

Required skills

Required skills include:

- cooperating and working with others on problem solving
- assessing and recording information from a variety of sources
- defining potential problems factually, including:
 - location and extent of problem or incident
 - sequence of events where relevant
 - extent of deviation from normal operation or performance
- analysing potential problems across a range of varied activities and knowledge applications
- reading and constructing simple charts, such as cause and effect diagrams

Required knowledge

Required knowledge includes:

- RCA methodology, including difference between quick fixes and root cause elimination or breaking of causal tree
- principles and normal operation of equipment, plant and processes in own work area sufficient to undertake a RCA and propose solutions
- common variances to normal performance that are indicators of a problem
- use of relevant analysis tools (e.g. cause/effect diagrams, Pareto charts and 5 Whys)
- operations in own work area

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	A person who demonstrates competency in this unit must
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evidence required to demonstrate competency in this unit	<p>be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • undertake problem identification • use appropriate processes to achieve root cause identification • prioritise solutions • recommend solutions and implementation procedures to problems within own area and range of technical skills and knowledge • evaluate implementation of solutions.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and</p>

	disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree
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	<p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> the stage of implementation of competitive systems and practices the size of the enterprise the work organisation, culture, regulatory environment and the industry sector
Features or occurrences indicative of a problem	<p>Examples of features or occurrences indicating problems include:</p> <ul style="list-style-type: none"> variation to normal plant or equipment operation unplanned or non-conforming process or operations outcomes out of specification products excess scrap accidents and emergencies regulatory breaches customer returns and complaints reduction or loss of sales
Root cause	<p>There are many possible causes of any problem. The root cause contrasts with other possible causes of a problem which when eliminated have no impact or only ameliorate the problem. Elimination of the root cause permanently eliminates the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found.</p>
Cause tree	<p>The series of causes is referred to as the cause tree. Not all root causes are accessible and able to be eliminated. Breaking the cause tree is such a way that the problem cannot recur is an acceptable alternative.</p> <p>Not all situations can wait for the RCA and eventual elimination of the root cause as there may be serious current impacts. The quick fix will control these immediate impacts, but does not eliminate the root cause.</p>
Quick fix	<p>A quick fix is not a short cut or side step for a permanent solution to the root cause. It is a necessary step designed to control the immediate impacts of a problem, for example, to prevent ongoing errors or to ameliorate damage.</p>
Appropriate techniques/charts	<p>Appropriate techniques/charts may include:</p> <ul style="list-style-type: none"> control charts Pareto charts

	<ul style="list-style-type: none">• run charts• flow charts• cause and effect diagrams• tree diagrams• 5 Whys analysis
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS402081A Contribute to the application of a proactive maintenance strategy

Modification History

New unit, superseding MSACMT281A Contribute to the application of a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make a positive contribution to proactive maintenance strategies, including actions that contribute to equipment uptime and overall equipment effectiveness (OEE).

Application of the Unit

This unit applies to an individual in an organisation which is following a predictive, preventative or reliability-centred maintenance strategy and which requires commitment from all employees. The employee should 'own' their equipment/plant and take an active part in the implementation of the strategy within the scope of their authority.

This unit requires the application of skills associated with accessing and maintaining equipment/plant documentation, It also requires problem solving, initiative and enterprise to continually monitor and maintain operational performance of equipment/plant used in work role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

unit of competency.

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.

Elements and Performance Criteria

1	Maintain equipment/plant	1.1	Keep equipment/plant within area of responsibility clean
		1.2	Ensure equipment/plant is serviced and adjusted, as required, in accordance with procedures and own level of responsibility
		1.3	Access manufacturer manuals and specifications, where required, to expand knowledge on the maintenance of equipment/plant
		1.4	Access and update documentation on equipment/plant operation and maintenance as appropriate to workplace procedures
2	Monitor operation of equipment/plant	2.1	Regularly check key conditions of the equipment/plant as defined in workplace procedures
		2.2	Regularly check equipment/plant OEE
		2.3	Note any deviation from conditions specified in procedures
		2.4	Identify any previous occurrences of this deviation
3	Identify deviations and patterns	3.1	Identify any previous occurrences of a deviation
		3.2	Identify any related deviations which have occurred
		3.3	Identify any unusual occurrence which may be related to a deviation
4	Take action appropriate to	4.1	Liaise with relevant people regarding the deviation and the solution

competency and
authority on
deviation

4.2

Implement solution and/or assist with the
implementation of the solution, as appropriate

Required Skills and Knowledge

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

Required skills

Required skills include:

- reading and interpreting electronic and hard copy plant, equipment, and process instructions and documents, including where used:
 - work instructions
 - standard operating procedures
 - workshop manuals and instructions from equipment manufacturers in regards to plant or equipment operation, regular maintenance, troubleshooting, and record of use or production
 - production and batch sheets
 - temporary instructions
 - other provided operating instructions
- examining equipment procedures, products and processes for possible causes of deviations from patterns of normal use
- interpreting OEE rates
- servicing and maintaining plant and equipment consistent with area of responsibility and own technical skills

Required knowledge

Required knowledge includes:

- normal behaviour of the equipment/plant
- indicators of abnormal performance
- principles of operation of plant and equipment sufficient to recognise problems and propose solutions
- appropriate cleaning and adjusting for the equipment/plant/area as required by procedures
- concept of OEE as: $availability \times performance \times quality\ rate$

where:

- availability takes into account losses due to breakdown, set up and adjustments
- performance takes into account losses due to minor stoppages, reduced speed and idling

- quality rate takes into account losses due to rejects, re-works and start-up waste

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • recognise deviations from normal performance patterns and deal with them appropriately • undertake operational service and maintenance on plant and equipment according to instructions.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports)

	<ul style="list-style-type: none"> • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams
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	<ul style="list-style-type: none"> • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Uptime	<p>Uptime refers to:</p> <ul style="list-style-type: none"> • the overall availability of the plant – it is the inverse of downtime or the unavailability of the plant. Ideal uptime is 100%
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403021A Facilitate a Just in Time system

Modification History

New unit, superseding MSACMT421A Facilitate a Just in Time (JIT) system - Equivalent

Unit Descriptor

This unit of competency covers skills and knowledge required to facilitate the implementation/operation of a Just in Time (JIT)/kanban system in a team or work area.

Application of the Unit

This unit applies to a person who needs to monitor the operation of a JIT system and facilitate its working in a team or work area. This will involve liaison with stakeholders as well as examining the data generated. They will need to be alert to potential problems and areas for improvement.

This unit requires the application of skills associated with gathering, analysing and communicating information to facilitate implementation of the JIT system. It requires planning and organising skills and has a strong emphasis on communication and teamwork skills to ensure the JIT system is being effectively implemented. This unit also requires the ability to problem solve and take the initiative to consider performance issues and learn from experience to improve future performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a

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

unit of competency. and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Monitor the operation of the JIT system	1.1	Track value of key measures
		1.2	Recognise indicators of poor performance
		1.3	Take appropriate quick fix action
2	Liaise with relevant stakeholders	2.1	Regularly communicate with team or work group members regarding the operation of the JIT system
		2.2	Review JIT key performance indicators (KPIs) with team or work group members
		2.3	Communicate with relevant personnel up and down the value stream regarding the operation of the JIT system
		2.4	Identify issues with stakeholders and take appropriate quick fix action
3	Improve the JIT system	3.1	Identify areas requiring improvement in the JIT system
		3.2	Identify root cause of JIT-related problems
		3.3	Review value of key measures
		3.4	Recognise skill gaps in team members and other stakeholders
		3.5	Determine any other issues in team or work group, other stakeholders and JIT system leading to poor performance indicators
		3.6	Develop appropriate improvement solutions
		3.7	Liaise with relevant people regarding improvement solutions

3.8 Implement and/or assist with the implementation of the solutions

Required Skills and Knowledge

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

Required skills

Required skills include:

- identifying KPIs for JIT system in team or area of responsibility
- analysing the JIT/kanban implementation in the team or area and the relevant sections of the internal and external value stream, including identifying people-related needs and issues
- identifying and implementing quick fix to JIT problems
- using formal problem solving procedures (e.g. root cause analysis (RCA))
- developing formal and informal communication procedures with others in work area, team leaders, other employees and value stream members relevant to JIT implementation
- establishing sources of assistance in the organisation for people experiencing difficulty with competitive systems and practices changes
- interpreting procedures and instructions relevant to own expertise for others
- establishing KPIs for own work

Required knowledge

Required knowledge includes:

- JIT principles relevant to operations and processes in own area or team and in the organisation generally
- procedures for making/recommending improvements
- typical reasons for delays/storages/inventories in the team or area of responsibility and methods of reducing/eliminating them
- skill gap analysis and methods of filling skill gaps
- principles of the operations process relevant to the section/team
- production data generated by the process and its application to JIT

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.

Overview of assessment	Evidence should be available of the person's facilitation of the operation of the JIT system and their making of recommendations for/making improvements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the JIT system and practices used in their team or area of responsibility• identify and monitor JIT key measures• solve JIT-related problems to root cause• implement and monitor JIT-related changes to operations and practices.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none">• workplace procedures and plans relevant to work area• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee• documentation and information in relation to production, waste, overheads and hazard control/management• reports from supervisors/managers• case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none">• demonstration in the workplace• workplace projects• suitable simulation• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)• targeted questioning• reports from supervisors, peers and colleagues (third-party reports)• portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p>

	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none">• lean operations• agile operations• preventative and predictive maintenance approaches• monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems• statistical process control systems, including six sigma and three sigma• JIT, kanban and other pull-related operations control systems• supply, value, and demand chain monitoring and analysis• 5S• continuous improvement (kaizen)• breakthrough improvement (kaizen blitz)• cause/effect diagrams• overall equipment effectiveness (OEE)• takt time• process mapping• problem solving
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	<ul style="list-style-type: none"> • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
JIT	<p>JIT refers to:</p> <ul style="list-style-type: none"> • a production scheduling concept that calls for any item needed at a production operation (whether raw material, finished item, or anything in between) to be produced and available precisely when needed, neither a moment earlier nor a moment later
Kanban	<p>Kanban is a card or sheet used to authorise production or movement of an item; when fully implemented, kanban operates according to the following rules:</p> <ul style="list-style-type: none"> • all production and movement of parts and material take place only as required by a downstream operation (i.e. all operations and procurement are ultimately driven by the requirements of final assembly or the equivalent) • the specific tool which authorises production or movement is called a kanban. The word literally means card or sign, but it can legitimately refer to a container or other authorising device. Kanban have various formats and content as appropriate for their usage (e.g. a kanban for a vendor is different than a kanban for an internal machining operation) <p>Kanban is typically applied to batch type operation and the production is measured in units produced. In continuous processing organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar</p>
SCADA	<p>SCADA refers to:</p> <ul style="list-style-type: none"> • a number of systems which automatically collect critical process data, perform required mathematical

	manipulations on it and then make control decisions and/or give required information to personnel for action
Key measures	<p>Key measures may include:</p> <ul style="list-style-type: none"> • inventory levels • lead time • In Full, On Time and In Specification (IFOTIS) delivery • productivity/production rate • other measures of pull through the value stream • quality
Quick fix	<p>Quick fix refers to:</p> <ul style="list-style-type: none"> • action taken to immediately and cheaply control a problem, prevent it getting worse and/or ameliorate its impact, but which does not necessarily solve it long term
Pull system	<p>Pull refers to:</p> <ul style="list-style-type: none"> • a system of making to demand rather than for stock or to a forecast
Value stream	<p>The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</p> <p>Depending on the operations and the customer requirement, stages where value stream actions may occur include:</p> <ul style="list-style-type: none"> • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS403030A Improve cost factors in work practices

Modification History

New unit, superseding MSACMT430A Improve cost factors in work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to evaluate the product or process outcomes of a team in terms of their cost components and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to a person who is required to assess the relative costs of alternatives and use this as one of the key factors in decision making. Typical decisions include the efficient organisation of own work and that of others in a work area or within a team and the improvement of throughput and cycle times.

Decisions are made within the scope of the authority of the individual and other employees in the area or team and according to procedures.

This unit primarily requires the application of skills associated with communication and information gathering, teamwork and problem solving to analyse the cost components of work processes. Initiative and enterprise, and planning and organising are also required to identify opportunities for improved cost-efficiency. This unit also requires a degree of self-management and learning to effectively operate and maintain skills and performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Analyse cost components of work area or team function	1.1	Identify cost components in the product or process
		1.2	Identify costs factors under control of area or employees in the team
		1.3	Identify causes of variability in costs
		1.4	Analyse impact of costs on production or process activities undertaken
2	Improve cost-efficiency of processes and procedures	2.1	Identify methods of improving productivity and/or reducing costs within area or team's responsibility
		2.2	Determine cost/benefit ratio of alternative methods of improving productivity and/or reducing costs
		2.3	Consult with all relevant stakeholders regarding possible changes
		2.4	Recommend changes which will increase productivity and reduce cost and variability
		2.5	Implement recommended changes in consultation with relevant stakeholders

Required Skills and Knowledge

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

Required skills

Required skills include:

- identifying fixed and variable costs in products or processes
- analysing costs and determining those that can be controlled by the individuals in an area or team
- analysing costs over time and identifying variability in cost components
- determining cost/benefit ratios
- communicating and negotiating with others on changes using a variety of mediums

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense, income and cost/benefit
- major cost contributors to product (e.g. energy, materials, labour and distribution, and so on) depending on the product and process)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none">• identify the scope of their own work and the team or area work and relate it to the overall flow of work in the organisation• express cost factors in specific terms (e.g. cost per item, process and task)• identify and express cost factors in basic financial terms• analyse variability in costs and recommend improvements• use cost/benefit to select preferred improvement strategies.
Context of and specific resources	Assessment of performance must be undertaken in a

for assessment	<p>workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none">• workplace procedures and plans relevant to work area• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee• documentation and information in relation to production, waste, overheads and hazard control/management• reports from supervisors/managers• case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none">• demonstration in the workplace• workplace project(• suitable simulation• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)• targeted questioning• reports from supervisors, peers and colleagues (third-party reports)• portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices, • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Cost components	<p>Cost components may include:</p>

	<ul style="list-style-type: none"> fixed and variable costs, such as power/energy, materials, plant and equipment, salary and wages, and office expenses (e.g. telephone) government taxes and charges
Variability in costs	<p>Variability in costs should be assessed over a suitable time. The time should be sufficient to identify:</p> <ul style="list-style-type: none"> fluctuations in variable costs related to different volumes of sales, production or operations abnormal cost fluctuations due to poor design of product or process, poor scheduling, faults, breakdowns and other waste
Process	<p>Process includes all functions that go to meet customer requirements as well as other required functions (e.g. regulatory related functions). Examples include:</p> <ul style="list-style-type: none"> design production maintenance logistics office processes
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> work instructions standard operating procedures drawings and specifications manuals formulas/recipes batch sheets temporary instructions and similar instructions provided for the smooth running of the organisation good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> written, verbal, computer based or in some other format
Benefits	<p>Benefits should include:</p> <ul style="list-style-type: none"> positive benefits as well as negative benefits, such as quality, safety, reliability and similar issues which may be impacted by a cost saving

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

MSS403051A Mistake proof an operational process

Modification History

New unit, superseding MSACMT451A Mistake proof a production process - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make changes to own and others work in a work area which prevents errors and/or backsliding to a pre-improvement level of practice.

Application of the Unit

This unit applies to a person who needs to analyse a process that a team is responsible for and determine methods of mistake proofing it (e.g. ensuring it only produces product within an acceptable range or error-free transport and storage of goods). The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to mistake proof the production process in their area. After improvement activities have been undertaken these improvements need to be sustained.

This unit requires the application of skills associated information gathering and analysis. Initiative, enterprise and problem solving are also required to identify mistakes and determine strategies for eliminating them. This unit also requires communication and teamwork skills to ensure mistake proofing strategies are implemented and self-management and learning skills to continually reflect on and integrate feedback about the effectiveness of strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Analyse process	1.1	Identify sources of variability/non-conformance in the process
		1.2	Identify critical control points in process
		1.3	Analyse causes of variability/non-conformance
2	Develop preventative techniques/systems	2.1	Liaise with team members and other people to develop mistake proof options for performing operation
		2.2	Test and validate mistake proofing options
3	Implement permanent fix	3.1	Liaise with relevant people to have systems/procedures changed to implement solution
		3.2	Liaise with relevant people to implement the solution
		3.3	Liaise with relevant people to ensure self and others in the team or work area have an appropriate skills set
		3.4	Follow through to ensure implementation occurs
4	Monitor implementation	4.1	Critically observe the implementation
		4.2	Compare the results of the implementation against the expected outcomes
		4.3	Modify solution to improve outcomes

		4.4	Ensure procedures reflect change
		4.5	Ensure training/assessment reflects change
		4.6	Audit change at agreed period/cycle
		4.7	Take action on any observed deviation
5	Seek improvements	5.1	Observe changes
		5.2	Analyse process again, if required, to ensure improvements are sustained

Required Skills and Knowledge

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

Required skills

Required skills include:

- communicating with team or work group members, technical support personnel and other relevant staff
- explaining mistake proofing and related concepts
- facilitating input of others and encouraging acceptance of changes
- analysing and visualising operations in terms of flow and contribution to customer outcomes
- solving problems to determine root cause of errors and possible solutions
- analysing and interpreting information about errors and mistake proofing options in terms of cost, feasibility, regulations and value to the customer
- suggesting design changes to operations and products that eliminate the potential for errors
- suggesting mechanisms or procedures that warn of errors where operations cannot be designed to eliminate errors,

Required knowledge

Required knowledge includes:

- mistake proofing concepts, including, in priority order:
 - eliminate the possibility of the error via changes to the process
 - prevent the error from occurring via physical or virtual barriers
 - reduce likelihood of the error by encouraging correct action

- mitigate the impact of the error if it does occur
- understanding of processes undertaken by team
- factors in the processes which may cause variability
- methods of controlling the variability in the process
- mistake proofing methods relevant to the process/product

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • analyse variability and non-conformances • identify, analyse and evaluate information from a variety of sources to identify errors and options for mistake proofing • facilitate implementation of mistake proofing activities that reduce waste • facilitate sustaining the mistake proofing activities.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace

	<ul style="list-style-type: none"> • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related
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	<p>operations control systems</p> <ul style="list-style-type: none"> • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Mistake proofing	<p>Mistake proofing is based on the concept of zero defects. The first priority is to eliminate the possibility of an error occurring. However, where this is not feasible mistake proofing can be used to reduce the occurrence of errors and/or to minimise their impact.</p> <p>Mistake proofing should target an error in the following priority order:</p> <ul style="list-style-type: none"> • eliminate the possibility of the error via changes to the process • prevent the error from occurring via physical or virtual barriers, • reduce likelihood of the error by encouraging correct action (e.g. through warning systems) • mitigate the impact of the error if it does occur <p>Mistake proofing is also called error proofing or baka-yoke or poka-yoke</p>
Options for mistake proofing	<p>Factors to consider when prioritising options for mistake proofing will vary according to the process and may include:</p> <ul style="list-style-type: none"> • success rate in eliminating errors

	<ul style="list-style-type: none">• feasibility• skills required by employees• cost• capacity to reduce waste
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none">• all work instructions• standard operating procedures• formulas/recipes• batch sheet• temporary instructions and similar instructions provided for the operation of the plant• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care)• government regulations <p>Procedures may be:</p> <ul style="list-style-type: none">• written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS404050A Undertake process capability improvements

Modification History

New unit, superseding MSACMT450A Undertake process capability improvements* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to make process capability improvements, including analysing data from the process, developing improvements to eliminate variation due to assignable causes, and then implementing actions.

Application of the Unit

This unit applies to a person who reviews a range of process capability data and information, makes/arranges for changes to be made to procedures, equipment or process and then recalculates the process capability and monitors resulting improvement actions. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to suggest and justify process capability improvements.

Process capability may have been determined using either a six sigma or three sigma processes. This unit applies to the application of statistical methods and the determination of capability based on those methods. Other related units may be *MSS404052A Apply statistics to operational processes* and *MSS404053A Use six sigma techniques*

This unit primarily requires the application of skills associated with communication, information gathering and analysis. Initiative, enterprise and problem solving are also required to identify opportunities to improve process capacity. This unit also requires aspects of self-management and learning to validate own analysis.

For a qualitative approach to improvement (one not using statistics) see *MSS403051A Mistake proof an operational process*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Obtain required data	1.1	Identify process for study
		1.2	Obtain/organise process to obtain required data/information
2	Analyse information	2.1	Analyse data and determine assignable causes
		2.2	Develop possible improvements to eliminate assignable causes
		2.3	Incorporate own experience and learning into proposed process improvement proposals
		2.4	Develop process improvement proposals
3	Improve process capability	3.1	Obtain required authorities to implement improvements
		3.2	Liaise with relevant people to implement improvements
		3.3	Obtain/organise required data for improved process

- 3.4 Recalculate process capability
- 3.5 Implement revised data collection/processing and new capability information
- 3.6 Monitor improvement actions and make adjustments, as necessary

Required Skills and Knowledge

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

Required skills

Required skills include:

- performing relevant mathematical operations
- identifying and using relevant statistical methods
- communicating and explaining data- related changes and procedures to individuals and groups
- negotiating with other employees and managers on proposed improvement actions
- analysing procedures and data to establish variation
- solving problems to root cause where assignable cause of variation is not obvious
- working in a team
- using computer software relevant to required analyses and process

Required knowledge

Required knowledge includes:

- data collection methods
- data processing techniques required
- variability and normal distribution
- three sigma or six sigma processes, as relevant
- random and non-random results (recognition of assignable causes)
- causes of different types of non-random results
- causes of random variation
- process understanding sufficient to translate the data into variations in the process and determine methods of controlling them

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • analyse process information • calculate process capability/trial limits • improve process capability (or organise for it to be improved) • analyse revised process information and recalculate process capability.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will</p>

	<p>be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	<p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time
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	<ul style="list-style-type: none"> • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Process capability	<p>Process capability is:</p> <ul style="list-style-type: none"> • the measurable ability of a process to reliably produce within calculated limits (the limits depend on the variation of the process)
Variation	<p>All processes have variation. The approach in this unit is to separate random variation (no assignable cause) from non-random variation (which has an assignable cause). By finding and eliminating assignable causes, total variation is reduced and process capability will be improved</p>
Six sigma	<p>Six sigma refers to:</p> <ul style="list-style-type: none"> • a statistical tool for recording defects and determining capability. Six sigma limits equate to 3.4 defects per million opportunities for each product or service transaction. Six sigma is also used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	<p>Three sigma refers to:</p> <ul style="list-style-type: none"> • a traditional statistical process control. Three sigma limits equate to 3 defects per thousand opportunities for each product or service transaction
Required data	<p>The calculation of three sigma or six sigma limits requires process data. The data required depends on the nature of the limits being calculated</p>
Assignable cause	<p>Any non-random variation is said to have an ‘assignable cause’. The methods of data analysis common to statistical capability analysis as well as other methods of</p>

	root cause analysis should be used to determine the cause of this non-random variation
Improved process capability	<p>Improvements to process capability result from eliminating the causes of non-random variation. The improvements made may be:</p> <ul style="list-style-type: none"> • as a result of continuous improvement with the process capability being recalculated periodically • as a result of an improvement project with the process capability recalculated as part of that project
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS404052A Apply statistics to operational processes

Modification History

New unit, superseding MSACMT452A Apply statistics to processes in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply statistical theory and principles to the analysis and control of processes and operations.

Application of the Unit

This unit applies to a person working in an organisation applying statistical process control on processes or operations. The statistical process control will usually be used to monitor the processes or operations and determine when action needs to be taken. The appropriate action will then be taken in accordance with standard procedures.

The unit includes applying knowledge of frequency distribution and variation to the data/chart to distinguish between random and non-random variation and assumes understanding of the process and/or equipment to help interpret those results.

This unit primarily requires the application of skills associated with gathering and analysing data and communicating statistical information to others. This unit also has a strong emphasis on problem solving, initiative and enterprise, planning and organising, and self-management to solve problems and manage processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Collect process data	1.1	Interpret sampling scheme
		1.2	Obtain measurements in accordance with standard procedures
		1.3	Handle data, as required
2	Interpret data	2.1	Plot data on appropriate control chart
		2.2	Distinguish between random and non-random patterns of results
		2.3	Identify results outside the control limits
		2.4	Recognise situations requiring action
		2.5	Take appropriate action in accordance with standard procedures
		2.6	Determine cost of non-conformance
3	Calculate control limits	3.1	Consult relevant stakeholders to determine appropriate limits
		3.2	Use relevant methods to calculate/revise control limits
		3.3	Plot limits on control chart
		3.4	Explain impact of limit to relevant stakeholders

Required Skills and Knowledge

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

Required skills

Required skills include:

- applying a range of sampling procedures
- analysing samples and data for variation, relevance, reliability and representativeness
- problem solving the causes of variation in a process
- communicating with other employees to obtain samples/data and to explain results and limits
- plotting or documenting results
- undertaking calculations, including:
 - basic arithmetic functions
 - mean, range, mean of means, standard deviation (using appropriate calculation aids)
- using statistics to support process and operations control

Required knowledge

Required knowledge includes:

- sampling techniques
- purpose of sampling and measurement
- random, systematic and stratified sampling
- purpose of replication of data for statistical control
- samples, populations, finite and infinite populations and the differences
- methods of calculating means, standard deviations and the like and their purpose in statistical control
- the meaning of broad/narrow frequency distributions/range/standard deviations and skewed distributions in process terms
- concept of limits, including:
 - 1 sigma warning limits
 - 2 sigma warning limits
 - 3 sigma control limits
 - 6 sigma limits
- types of control charts and their applications to different types of process/product and for different purposes
- process causes of variation and typical cause types of non-random variation
- non-process (e.g. measurement) causes of variation
- recognition of stable and unstable processes
- causes of stability/instability in the process

- calculation of control limits/process capability and the applications of different control limits
- the standard distribution curve and confidence limits

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • follow sampling procedures • apply basic statistical processes • analyse data to identify variations and non-conformances • plot or document results.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning

	<ul style="list-style-type: none"> • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen)
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	<ul style="list-style-type: none"> • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Sampling scheme	<p>Sampling scheme may include:</p> <ul style="list-style-type: none"> • sampling for attributes or sampling for variables • batch, continuous or custom made products • number of items/samples • size of sample • timing of sampling • location of sampling points • type of sample • number/type of measurements to be done on each sample • sampling equipment • measurement/testing equipment/methods
Procedures	<p>Procedures may include:</p> <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/ recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations <p>Procedures may be:</p> <ul style="list-style-type: none"> • written, verbal, computer-based or in some other

	format
Handle data	<p>Handle data may include:</p> <ul style="list-style-type: none"> • calculating means, ranges, mean of means and standard deviations (using appropriate calculation aids) • entering data into a software package • recording data either in writing or electronically • other required manipulations of the data
Control chart	<p>Control charts may include:</p> <ul style="list-style-type: none"> • run • tally • mean/range • attributes • other relevant charts
Random	Random variation is the term used in statistical control to refer to those variations for which no cause can be found
Non-random	Non-random (also called identifiable cause, assignable cause or special cause) are those variations for which a cause can be found and so the cause of the variation eliminated. Non-random variation may also be used to predict possible breaches of the control limits
Control limits	Control limits (also referred to as process capability) are those limits within which the process will operate if it is 'under control'
Cost of non-conformance	<p>Cost of non-conformance includes:</p> <ul style="list-style-type: none"> • reprocessing/rework • expediting • unplanned service • excess inventory • complaint handline • downtime • returns • scrap • labour costs • material costs • infrastructure costs/overhead • utility costs
Appropriate limits	Appropriate limits may include:

	<ul style="list-style-type: none">• 1 sigma warning limits• 2 sigma warning limits• 3 sigma control limits• 6 sigma limits
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Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

MSS405031A Undertake value analysis of product or process costs in terms of customer requirements

Modification History

New unit, superseding MSACMT631A Undertake value analysis of product costs in terms of customer requirements* - Not equivalent

* Prerequisite *MSACMT230A Apply cost factors to work practices* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee who is required to analyse products and processes to determine the value-adding factors, including design and processing costs that most impact on meeting customer requirements and which may also include competitor benchmarking. The unit also includes implementing identified changes that increase cost-efficiency. The unit may be applied individually or in a team environment.

In this unit an employee uses an analysis of the benefits/features which a customer perceives to be in a product or service as a basis for determining appropriate or unnecessary cost and so identifying and reducing waste.

Application of the Unit

This unit applies to an individual who undertakes the value analysis of a product or service, establishing the features/benefits obtained by customers from the cost components relating to those benefits. From this appropriate or waste cost will be determined and actions taken to either reduce waste or improve saleability.

This unit differs from *MSS405030A Optimise cost of a product or service*, in that it requires costs to be measured against customer features/benefits and is designed to contribute to value stream costing. *MSS405030A Optimise cost of a product or service* complements this unit by allowing detailed analysis of all costs, including overheads.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information. Problem solving, initiative and enterprise, and planning and organising are required to determine cost-efficiencies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into costing methods.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

Elements and Performance Criteria

1	Analyse customer benefits to determine appropriate or waste costs	1.1	Analyse product or service to determine features/benefits perceived by customer in product
		1.2	Analyse cost components of product or service and determine those which deliver customer features/benefits and those which are either appropriate or waste
		1.3	Determine any additional features that may be added to improve saleability
		1.4	Analyse waste cost components and allocate to direct and indirect cost categories
		1.5	Determine options for reducing direct and indirect waste costs
		1.6	Select cost-related actions which maximise customer benefits and minimise costs
		1.7	Where required, undertake competitor benchmarking to provide reference points

2	Analyse performance variance	2.1	Identify waste processing or operational steps for product or service following completion of customer benefit analysis
		2.2	Analyse all costs and determine methods of reducing costs/waste
		2.3	Develop plan and recommendations for actions required to achieve cost improvement or added customer benefits to improve saleability
		2.4	Submit plan and recommendations to stakeholders

Required Skills and Knowledge

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

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- communicating at all levels in the organisation and value chain and to audiences of different levels of literacy and numeracy
- determining customer features/benefits added to products at each operational step
- relating cost components to customer features/benefits
- distinguishing between direct and indirect costs
- identifying relevant cost component categories for product
- determining application scope of cost reduction plan, including products, areas, employees and suppliers included in plan
- undertaking competitor benchmarking for reference in cost analysis

Required knowledge

Required knowledge includes:

- customer features/benefits from products
- impact of customer features/benefits on sales, market share and firms profitability
- performance and cycle times for products made or service provided
- major costs which are controllable (and how to control them)
- types of waste (muda)
- methods of reducing waste

- methods of reducing cycle time
- desirability of improving performance and methods of reducing cycle time

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	<p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> • identify customer features/benefits for a product and their impact on market share or saleability of the product • determine direct/indirect costs in a product • determine which costs are waste • analyse cycle times and make suggestions for reduction in cycle time • develop a cost/waste reduction plan.
Context of and specific resources for assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation

	<ul style="list-style-type: none"> • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

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.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and
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	<p>analysis</p> <ul style="list-style-type: none"> • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Waste	<p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product.</p> <p>Within operations, categories of waste include:</p> <ul style="list-style-type: none"> • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Cost	<p>Cost includes:</p> <ul style="list-style-type: none"> • the monetary value of expenditures able to be directly identified for supplies, services, direct labour, components, cost of inventory, faults and reworks, rejects/scrap, equipment and other items used in the production of the product • allocations and estimates for indirect costs (e.g. indirect labour, rent, power and water) where a direct

	monetary value cannot be identified
Determine customer feature/benefits	This unit does not require that customer features/benefits must be obtained by the person undertaking the unit directly contacting customers. The features/benefits may have already been determined by sales and marketing personnel and passed on to operations. However, the unit requires that the product or process must be analysed to determine how the product or process supplies the features/benefits and by which step/feature of the product or process
Performance	Performance is may be thought of as the rate of output or delivery of the performance or service compared to the rate required to meet demand for the product or service
Cycle time	Cycle time includes: <ul style="list-style-type: none"> the normal time to complete an operation on a product
Pull	Pull is the concept of producing to demand, rather than for stock or some forecast

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.

PSPPROC503B Manage contract performance

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted. No changes to content.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency required by people whose primary role is contract management to implement strategies that ensure effective contract performance. It includes managing the business relationship, performance of the contract, and contract issues; and implementing a communication strategy.

In practice, managing contract performance may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, finalising contracts, managing procurement risk, planning to manage a contract, planning for procurement outcomes and making procurement decisions.

PSPPROC414A Manage contracts is the appropriate unit for people undertaking contract management as a minor part of their work role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who may or may not have had involvement in the procurement process preceding execution of the contract.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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 range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Manage the business relationship

- 1.1. ***Probity*** is managed in accordance with organisational requirements, ***legislation, policy and public sector standards***.
- 1.2. Obligations to the contractor are met according to contractual arrangements.
- 1.3. Consideration of conflicts of interest and their resolution are recorded according to public sector standards and organisational requirements.
- 1.4. Business relationship with contractor is managed in the public interest through ***formal and informal mechanisms*** according to public sector standards and organisational policy and procedures.

2. Manage performance of the contract

- 2.1. Start-up or transition arrangements are implemented according to contract requirements and organisational procedures.
- 2.2. ***Contract management plan*** is monitored for effectiveness on a regular basis and adapted as necessary during the life of the contract.
- 2.3. Performance of ***contract*** is monitored against key performance indicators and tracking milestones to ensure obligations under the agreement are being met.
- 2.4. E-procurement, financial and other resources are managed as necessary according to contract

- requirements and organisational procedures.
- 2.5. Emerging and potential **risks** are identified and managed according to organisational risk management procedures.
- 3. Manage contract issues**
- 3.1. Contract **variations** are managed according to contract management plan, organisational policy and procedures, and probity requirements.
- 3.2. **Early signs of under-performance** are identified, and **action is taken to improve performance** to the agreed level and documented according to contract's communication and information policy.
- 3.3. **Disputes** and complaints are investigated and **resolved** or referred according to contract's management plan and contractual arrangements.
- 3.4. **Negotiation of issues** relating to the contract is conducted and approvals are obtained according to stipulations in the contract.
- 3.5. Conflict is addressed and resolved where possible or other **actions** are taken according to contractual arrangements.
- 3.6. Non-compliance with codes of conduct, codes of practice and standards of behaviour is dealt with in a timely manner.
- 4. Implement communication and information strategy**
- 4.1. **Communication** on the performance of the contract is maintained with all stakeholders according to organisational protocols and public sector standards.
- 4.2. Management reporting is carried out according to tracking milestones and organisational requirements.
- 4.3. **Contract information** is maintained for **organisational purposes** according to organisational policy and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
 - network, within probity boundaries, with contractors and stakeholders
 - read complex documents, such as contracts, legislation and guidelines

- write management reports and keep records of meetings, liaison, notes and follow-up actions
- provide feedback
- teamwork skills to:
 - build effective working relationships with contractors and stakeholders, within probity boundaries
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - resolve disputes, conflict and complaints
 - make judgements about when to refer disputes, conflict and complaints to others
 - apply understanding of supplier issues/supply chain management in the context of contract management
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of contract management
- planning and organising skills to:
 - manage contract documentation
 - plan and organise contract meetings, reports and reviews
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract management for a range of contractual situations
- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour

relating to management of contracts and relationships with contractors

- whole-of-life considerations
- financial and accounting issues relevant to the contract
- legal aspects of negotiation
- aspects of law of contracts, trade practices law and commercial law relevant to the management of contracts relating to complex procurement
- equal employment opportunity relevant to the management of contracts
- OHS requirements relevant to the management of contracts
- environmental, sustainability and corporate social responsibility principles relevant to the management of contracts

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.

Overview of assessment Competency must be demonstrated in managing contract performance consistently in accordance with legislative and organisational requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit Assessment must confirm the ability to:

- develop and implement an appropriate contract management plan, using templates where available
- develop and implement an appropriate transition plan, using templates where available
- develop and maintain a sound business relationship with contractors within probity guidelines, upholding probity standards in all dealings with them
- manage contractor performance so that goods and services are delivered according to the contract
- provide the contractor with performance feedback
- deal promptly and proactively with contract issues and disputes and refer to higher authority when this is not possible
- communicate effectively with internal and external stakeholders about the operation of the contract.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate

occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities associated with managing contract performance
- case studies that incorporate dilemmas and probity requirements relating to managing contract performance.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies and approaches adopted for managing contract performance
- review of contract management plans, contracts, contract variations, contractor performance reports, communication strategy and other documentation prepared by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV507A Undertake negotiations
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPPROC504B Finalise contracts
- PSPPROC505A Manage procurement risk
- PSPPROC506A Plan to manage a contract

- PSPPROC507A Plan for procurement outcomes
- PSPPROC508A Make procurement decisions.

Range Statement

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.

Probity principles:

- may include:
 - accountability
 - transparency
 - confidentiality
 - managing conflict of interest
 - impartiality
- are maintained to:
 - ensure conformity to processes
 - facilitate accountability
 - ensure proponents are treated in a fair and equitable manner
 - encourage commercial completion
 - preserve public and private sector confidence in government processes.

Legislation, policy and public sector standards may include:

- financial management legislation
- government procurement, purchasing and contracting legislation, policy and guidelines
- council rules and by-laws
- public sector standards
- codes of conduct, codes of practice and standards of individual behaviour
- cross-cultural and social justice issues
- environmental and sustainability policies
- corporate social responsibility policies.

Formal and informal mechanisms may include:

- non-confrontational interaction
- hospitality
- formal contract variations
- formal negotiations

- formal and informal meetings
 - regular and *ad hoc* reporting
 - review processes.
- Contract management plan*** may include:
- risk management plan
 - contingency plan
 - communication and public relations plan
 - human resource management plan
 - disposal plan
 - contract review plan
 - setting up routines
 - quality assurance systems
 - arrangements for transfer of legal responsibility
 - insurances
 - strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations
 - environmental/green procurement, sustainability and corporate social responsibility principles.
- Contracts*** may include:
- formal written contracts
 - standing offers (panels)
 - multi-use lists and similar arrangements
 - inter and intra-government agreements
 - letters of intent
 - memoranda of understanding and memoranda of agreement
 - licensing agreements
 - in-house option directives.
- Risks*** may include:
- supplier inability to meet obligations
 - end user or buyer inability to meet obligations
 - scope creep
 - client requirements not fully understood
 - becoming too dependent on a single supplier
 - disruption to continuity and consistency of service if too many suppliers are selected
 - other environmental influences
 - corruption risks
 - probity risks.
- Variation*** to agreements may arise from:
- change of scope
 - negotiation of new terms and conditions
 - dissolution of contracts

Early signs of under-performance may be detected through:

- inability to deliver.
- tracking milestones
- regular meetings
- meeting records and follow-up
- file management and audit trail
- stakeholder surveys on performance
- ongoing review of deliverables.

Actions taken to improve performance may include:

- discussion with contractor
- regular interaction
- ongoing performance feedback
- provision of support
- expert advice.

Disputes may include:

- disputes over:
 - requirements
 - delivery schedules
 - price changes
 - additional tasking
 - payment schedules
- complaints from third parties
- formal and informal.

Techniques available to **resolve** disputes include:

- conference
- negotiation
- mediation
- arbitration
- resort to contractual conditions
- litigation.

Negotiation of issues may include:

- contract variations
- continuous improvement
- innovations
- non-compliance
- consequences.

Actions as a result of unresolved conflict may include:

- mediation
- court action
- termination of contract.

Communication strategies may include:

- clear communication
- understanding the needs of the service provider and the client
- setting regular times to talk, meet or check on progress

- protocols for dealing with other stakeholders
 - emergency contact arrangements
 - diary system to monitor milestones, timeframes, receipt of deliverables, etc.
 - strategies for ensuring information flow at critical stages of the contract.
- Contract information***
may include:
- contract and variations
 - contract management plan
 - financial records, including funding submissions, budgets, delegations, invoices and payments
 - contractor performance information
 - contract reports
 - information about disputes and other issues
 - complaints and compliments.
- Organisational purposes***
may include:
- probity and accountability
 - budget reporting
 - feeding into future procurement processes
 - performance management of suppliers
 - internal and external reviews and audits
 - governance requirements
 - legal compliance.

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

PSPPROC506A Plan to manage a contract

Modification History

PSPPROC506A Release 2: Layout adjusted. No changes to content.

PSPPROC506A Release 1: Primary release.

Unit Descriptor

This unit covers the ability to establish arrangements for contract management. It includes confirming contract requirements, preparing a contract management plan, and implementing contract strategies and contractual arrangements.

In practice, planning to manage a contract may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, managing contract performance, finalising contracts, managing procurement risk, planning for procurement outcomes and making procurement decisions.

PSPPROC414A Manage contracts is the appropriate unit for people undertaking contract management as a minor part of their work role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those whose primary role is contract management, and who may or may not have had involvement in the procurement process preceding execution of the contract.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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 range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm contract requirements	<p>1.1. <i>Legislation, public sector standards and organisational requirements</i> relating to <i>probity</i>, financial management, approvals and <i>other considerations</i> are identified for inclusion in the <i>contract</i> management plan.</p> <p>1.2. <i>Contract requirements</i> are re-confirmed with all parties.</p> <p>1.3. Obligations to the contractor, limits of authority and <i>delegations</i> relating to contract are determined according to contractual arrangements and organisational policy and procedures.</p> <p>1.4. Start-up or transition arrangements are confirmed.</p>
2. Prepare contract management plan	<p>2.1. <i>Contract risks</i> are identified and risk management plan is developed in line with contract requirements and organisational policy and procedures.</p> <p>2.2. Procedures to identify, receive and address contract <i>variations</i> are determined according to contract requirements and organisational policy and procedures.</p> <p>2.3. <i>Procedures</i> to investigate, resolve or refer <i>disputes</i> or complaints are determined according to contract requirements and organisational policy and procedures.</p> <p>2.4. Key performance indicators are developed and negotiated, and <i>administrative processes</i> are identified and approved for the life of the contract according to organisational policy procedures.</p> <p>2.5. <i>Contract management plan</i> that addresses key elements is documented, approved and maintained according to organisational requirements.</p> <p>2.6. Expected standards of behaviour, probity and privacy principles are applied to all elements of contract management plan.</p> <p>2.7. Environmental, sustainability and corporate social</p>

responsibility principles are applied to all elements of contract management plan.

3. Develop stakeholder relationships

- 3.1. **Stakeholder** networks and relationships are identified.
- 3.2. Networking strategies are used, within probity boundaries, to establish, develop and maintain working relationships to promote benefits to the contract requirements.
- 3.3. Confidence of stakeholders is developed and maintained through high standards of behaviour and ethical conduct.
- 3.4. Negotiation strategies are used to achieve positive outcomes when difficult situations arise.
- 3.5. Communication requirements are identified and confirmed in line with contractual obligations and stakeholder needs.

4. Implement contract strategies

- 4.1. Requirements of confidentiality and freedom of information are identified for the contract.
- 4.2. **Communication/information strategy** is developed that matches needs of the organisation, the contract and the contractor's business environment.
- 4.3. Contract review requirements are established with stakeholders.
- 4.4. **Contract review strategy** is developed to review management of the contract, contractor performance and user satisfaction.

5. Implement contractual arrangements

- 5.1. Business relationship with contractor is established and managed according to organisational policy and procedures and probity requirements.
- 5.2. Start-up or transition arrangements are implemented.
- 5.3. Financial, administrative and information management processes are established.
- 5.4. Contractual arrangements are implemented according to contract management plan.
- 5.5. Appropriate **contract records** are maintained for the life of the contract.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders
 - network, within probity boundaries, with contractors and stakeholders
 - develop a written contract management plan and sub-plans
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply OHS requirements in the context of contract management
 - apply understanding of supplier issues and supply chain management in the context of procurement risk management
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of planning for contract management
- planning and organising skills to manage and update the contract management plan and sub-plans
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing, sustainability and corporate social responsibility guidance relevant to the contract
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract management planning for a range of contractual situations
- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- whole-of-life considerations

- financial and accounting issues relevant to the contract
- equal employment opportunity relevant to the contract
- OHS requirements relevant to the contract

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.

Overview of assessment Competency must be demonstrated in the ability to plan to manage a contract consistently in accordance with legislative and organisational requirements.

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

Assessment must confirm the ability to:

- develop a contract management strategy in consultation with key stakeholders
- develop a contract management plan suited to more complex contracts, using templates if available, which may include sub-plans such as risk, transition and probity
- implement the contract management strategy and the contract management plan
- develop and maintain a sound business relationship with internal and external stakeholders
- manage the performance of contractors to ensure the effective delivery of value for money outcomes under the contract
- manage more complex contract disputes to achieve prompt resolution and refer to higher authority when necessary
- review contract throughout to identify opportunities for continuous improvement
- act within own delegations and refer issues to higher authority when necessary.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts

- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities associated with planning to manage a contract
- case studies that incorporate dilemmas, and probity requirements relating to planning to manage a contract.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies and approaches adopted for planning to manage a contract
- review of contract management plans, contracts, probity plans, budgets, transition plans, approvals and sign-offs, and other documentation prepared by the candidate in a range of contexts
- review of stakeholder engagement approaches adopted by the candidate.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV507A Undertake negotiations
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPPROC503B Manage contract performance
- PSPPROC504B Finalise contracts
- PSPPROC505A Manage procurement risk
- PSPPROC507A Plan for procurement outcomes
- PSPPROC508A Make procurement decisions.

Range Statement

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.

Legislation, public sector standards and organisational requirements may include:

- financial management legislation
- government procurement, purchasing and contracting legislation, policy and guidelines
- ethics standards
- codes of conduct and codes of practice
- environmental purchasing

Probity principles:

- may include:
 - accountability
 - transparency
 - confidentiality
 - managing conflict of interest
 - impartiality
- are maintained to:
 - ensure conformity to processes
 - facilitate accountability
 - ensure proponents are treated in a fair and equitable manner
 - encourage commercial completion
 - preserve public and private sector confidence in government processes

Other considerations may include:

- corporate governance
- intellectual property
- privacy
- freedom of information requirements
- public liability insurance considerations

Contracts may include:

- formal written contracts
- standing offers (panels)
- multi-use lists and similar arrangements
- inter and intra-government agreements
- letters of intent
- memoranda of understanding and memoranda of agreement
- licensing agreements
- in-house option directives

Contract requirements may include:

- terms and conditions
- specifications
- risk
- managing hospitality
- clauses dealing with:

- variations
 - insurances
 - notices
 - disputes
 - intellectual property
 - privacy
 - confidentiality
 - milestones
 - payments
 - breaches
- Delegations** may include:
- financial delegations
 - procurement delegations
 - compliance with instructions or finance circulars
 - special consideration if they concern travel, computers or software, leasing arrangements or issuing indemnities, or other special categories of goods and services
 - other delegations, such as disposals and human resources
 - confirmation by chief financial officer
 - ministerial authorisation
- Contract risks** may include:
- contextual/environmental factors
 - supplier inability to meet obligations
 - end user or buyer inability to meet obligations
 - unclear contract terms and conditions
 - contractual disputes
 - factors outside the control of either party, such as global health pandemic, failure of third-party businesses, and natural disasters
 - implications if dependence on one supplier, versus risks in lack of continuity and consistency of services provided
- Variation** to agreements may arise from:
- change of scope
 - negotiation of new terms and conditions
 - dissolution of contracts
- Procedures** to resolve disputes may include:
- conference
 - negotiation
 - mediation
 - arbitration
 - resort to contractual conditions
 - litigation
- Disputes** may include:
- disputes over:
 - requirements
 - delivery schedules

Administrative

processes may include:

- price changes
- additional tasking
- payment schedules
- complaints from third parties
- file and records management
- audit trail
- methodology for recording meetings
- notes and follow-ups of meetings and actions agreed
- management reporting

Contract management plan may include:

- risk management plan
- contingency plan
- communication and public relations plan
- human resource management plan
- disposal plan
- contract review plan
- setting up routines
- quality assurance systems
- arrangements for transfer of legal responsibility
- insurances
- strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations
- environmental/green procurement, sustainability and corporate social responsibility principles

Stakeholders may include:

- contractor
- buying organisation
- board of management
- steering committee
- advisory panel
- staff
- union
- industry
- client
- end user
- parliamentarian
- the public

Communication/ information strategies may include:

- setting regular times to talk, meet or check on progress
- protocols for dealing with other stakeholders
- appeals mechanisms for resolving conflict between clients and service providers
- clear communication
- reliability

- emergency contact arrangements
 - diary system to monitor milestones, timeframes, receipt of deliverables, etc.
 - strategies for ensuring information flow at critical stages of the contract
- Contract review strategy*** may include:
- planning process
 - evaluation considerations at each stage of the contract
 - sources and methods of gathering data
 - role of audit trails
 - measuring outputs
 - meeting client needs
 - innovation
 - strategies for continuous improvement
- Contract records*** may include:
- contract and variations
 - contract management plan
 - financial records, such as funding submissions, budgets, delegations, invoices and payments
 - contractor performance information
 - contract reports
 - information about disputes and other issues
 - complaints and compliments

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

SIRRMER020A Create and implement exhibition space

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to design and implement displays in exhibition spaces.

Application of the Unit

Application of the unit This unit requires the team member to apply knowledge of project planning to negotiate client requirements, assess the specific design requirements of exhibitions, develop sketches and concept drawings, arrange relevant suppliers, and install and bump out exhibition displays.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> text is used, further information is detailed in the required skills and knowledge and/or 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 Assess the specific design requirements of exhibitions.	1.1 Interpret and negotiate the <i>client</i> brief. 1.2 Assess the requirements of the exhibition according to the final brief and develop an <i>event checklist</i> .
2 Produce sketches and rendered concept drawings.	2.1 Produce and refine sketches drawings, including rendered perspectives, elevations and in situ illustrations of the exhibition. 2.2 Develop finished plans providing solutions to given briefs via a series of design variations. 2.3 Develop the exhibition proposal, including a detailed report and recommendations. 2.4 Negotiate and adjust the final exhibition design to the satisfaction of the client. 2.5 Develop working construction and detail drawings to match job specifications.

ELEMENT	PERFORMANCE CRITERIA
	2.6 Incorporate <i>safety and risk assessments</i> into all planning.
3 Source audio and lighting suppliers and products.	3.1 Research suppliers and contractors required to fulfil the exhibition design. 3.2 Brief contractors and suppliers on precise requirements. 3.3 Coordinate supply of products and services to ensure timely and successful completion of the exhibit.
4 Design, install and bump out display.	4.1 Assess and arrange staffing requirements for each phase according to the designated event checklist. 4.2 Determine <i>specific operations for installation</i> from construction, packing, transportation, on-site and installation services. 4.3 Identify strategic objectives and time schedules, and delegate display installation and bump out according to the display plan and designated event checklist. 4.4 Coordinate bump out of display according to the designated event checklist.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - negotiate client brief and final design
 - brief contractors and suppliers through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- creative thinking skills
- planning skills
- team skills
- collaboration and negotiation skills
- design application

REQUIRED SKILLS AND KNOWLEDGE

- illustrative and model making skills
- verbal presentation skills.

The following knowledge must be assessed as part of this unit:

- merchandising styles and layouts
- the differences between retail and exhibition merchandising
- venue regulations regarding exhibition merchandising
- national and global trends in exhibition design, product presentation and promotional techniques
- relevant support services and suppliers
- design personnel roles
- space planning, colour and lighting
- the impact of exhibition traffic flow patterns
- presentation standards
- OHS issues and safe handling requirements
- site storage arrangements.

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, the range statement and the Assessment Guidelines for this Training Package.

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

Evidence of the following is essential:

- demonstrated ability to negotiate with an exhibitor and develop alternative designs for exhibition merchandising
- demonstrated ability to work in a team and install and bump out an exhibition display
- consistent application of relevant OHS requirements
- answers to questions on exhibition merchandising.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:

EVIDENCE GUIDE

- legislation and statutory requirements
- OHS requirements
- industry codes of practice
- information and performance data on existing business model and IT infrastructure
- information on:
 - client requirements
 - organisation or product image
 - products and services
 - retail design trends
 - materials.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated exhibition design project
- third-party reports from a supervisor
- a folio of personally developed designs
- client feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

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 in the performance criteria is detailed below.

Clients may include:

- internal managers
- external organisations.

Event checklist may include:

- exhibitor brief
- venue information
- venue regulations
- merchandise design.
- customer and exhibition profiles
- handling
- loading and transport logistics
- height, weight and other imposed restrictions
- audiovisual, electrics and other services.
- health and safety issues
- safety equipment
- site storage arrangements.

Safety and risk assessments may include:

- different venue safety regulations
- compliance with occupational health and safety regulations/legislation
- industry safety codes of practice
- traffic flow patterns
- size, type ,location, weight and stability of exhibit
- manual/mechanical handling requirements.

Specific operations for installation may include:

- construction
- packing
- transportation
- on-site installation services.

Unit Sector(s)

Sector Retail

Competency field

Competency field Merchandising

SIRRMER512 Produce perspective drawings, plans and elevations

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRMER009A Produce perspective drawings, plans and elevations.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with clients and use electronic or manual drafting techniques to develop and present a folio of perspective drawings, plans and elevations in response to a client brief.

Application of the Unit

This unit applies to frontline visual merchandisers and visual merchandiser supervisors and managers in retail or exhibition environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
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.
1. Ensure client requirements are met.	1.1. Interpret and confirm clients' visual merchandising design concepts. 1.2. Plan and manage drawing production to meet client timelines. 1.3. Present and explain drawings to clients and encourage feedback. 1.4. Modify drawings to incorporate changes negotiated with clients.
2. Produce one-point perspective visuals from a given plan and elevation.	2.1. Interpret plan and elevation and determine suitable scale. 2.2. Construct one-point grid of interior space delineating scale representations of floor, walls and ceiling using appropriate <i>drafting tools and equipment</i> . 2.3. Position objects correctly in given space according to the given plan. 2.4. Determine correct heights of objects within the space from provided elevations.
3. Produce two-point perspective visuals from a given plan and elevation.	3.1. Construct two-point grid of interior space, indicating scale representations of floor, walls and ceiling. 3.2. Produce visuals of walls and ceiling to specified proportions according to given plans and elevations. 3.3. Draw accurate scale heights of objects and architectural details according to specifications in elevations. 3.4. Position objects to match plans. 3.5. Render interiors in colour finish scheme appropriate to organisation and product.
4. Produce multi point perspective from given industry briefs.	4.1. Determine view of plan and elevation for <i>client</i> presentation to best represent requirements of the brief. 4.2. Draft perspective and rendered interior views, according to given plans and elevations. 4.3. Produce alternative design solutions to meet client needs. 4.4. Present progress solutions to client for feedback. 4.5. Draft design modifications and present portfolio of finished visuals for client sign-off.

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills to:
 - present verbally to client through clear and direct communication
 - share information
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
 - apply scales to drawings
 - develop written reports
- technical skills to:
 - compile a portfolio
 - use drafting and drawing skills
 - use and maintain visual merchandising drafting tools and equipment
- technology skills to apply computer software as an aid in the production of finished visuals

Required knowledge

- elements and principles of design and trends in retail visual merchandising design
- organisation merchandising policy
- perspective in visual merchandising design applications
- relevant organisational and industry standards applicable to the production of drawings

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

Evidence of the following is essential:

- uses relevant research on visual merchandising and architectural design trends
- negotiates and confirms client requirements for a range of visual merchandising design briefs
- selects and applies appropriate drafting and drawing tools
- compiles portfolios, including alternative solutions offered via written reports and finished visuals

- makes verbal presentations to support the presentation of concept visuals
- plans, coordinates and implements activities associated with the brief in order to meet client timelines
- evaluates client feedback and makes modifications as required
- produces documentary evidence of consultative and liaison processes with business partners.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- drafting equipment and facilities
- relevant documentation, such as:
 - real or simulated client briefs
 - texts and visual merchandising and architectural periodicals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- review of a portfolio of perspective drawings, plans and elevations developed in response to a brief
- client feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Drafting tools and equipment may include:

- electronic drafting equipment and materials, such as:
 - two-dimensional (2-D) computer aided design (CAD) software

- 2-D CAD user manuals
- Design CAD products
- Illustrator
- information and communications technology (ICT) hardware
- manual drafting tools and equipment, such as:
 - blades
 - coloured pencils
 - copy markers
 - dry pastels
 - fine-line pens
 - HB and harder pencils
 - scale rule
 - set squares
 - T-square.

Client may include:

- external business
- retail manager within the organisation.

Unit Sector(s)

Retail

Competency Field

Merchandising

SIRRRPK010A Recommend home and home improvement products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide advice to customers to assist their buying decisions regarding home and home improvement products and services.

Application of the Unit

This unit applies to frontline personnel who gain knowledge of the store home and home improvement product range to provide advice to customers and other sales team staff with regard to features and benefits, product availability and price, and advice on services available.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
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.
1. Research store product range.	<p>1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i>.</p> <p>1.2. Identify <i>store product range</i>, according to relevant product information.</p>
2. Recommend home and home improvement products.	<p>2.1. Identify relevant products to meet expressed <i>customer requirements</i> to assist their buying decisions.</p> <p>2.2. Demonstrate <i>features and benefits of products</i> to <i>customers</i> to create a buying environment.</p> <p>2.3. Convey technical features and benefits as outlined in manufacturer specifications.</p>
3. Advise on product warranties.	<p>3.1. Clearly explain comparisons between product and manufacturer warranty terms to customers.</p> <p>3.2. Confirm individual product warranty terms and by accessing relevant sources of information and accurately conveying to customers.</p> <p>3.3. Provide customers with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policy and procedures.</p>
4. Estimate quantities and order product.	<p>4.1. <i>Estimate area and product quantities</i>, where required, based on manufacturer specifications, plan provided or customer needs.</p> <p>4.2. Arrange for area measurement where indicated by product type and according to store procedures.</p> <p>4.3. Calculate cost to customers and prepare quotes <i>according to store policy and procedures</i>.</p> <p>4.4. Order product and arrange customer pick up and delivery or installation where required.</p> <p>4.5. Provide customers with accurate information regarding product availability, delivery and installation procedures as required, including date and time of delivery.</p> <p>4.6. Notify customers promptly of any undue delays regarding completion, supply or installation of products.</p>
5. Negotiate price and	5.1. Convey store recommended retail pricing for various brand options accurately conveyed to customers according to legislative

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| payment options. | requirements. |
| | 5.2.Negotiate individual product prices according to store policy where necessary to achieve sales. |
| | 5.3.Convey store payment options to customers and negotiate preferred option following store procedures. |
| 6. Advise on and arrange product service and repair. | 6.1.Diagnose problem in terms of operator and equipment faults by observation, customer questioning and accessing manufacturer information. |
| | 6.2.Offer solutions according to nature of problem, available product information and store policy. |
| | 6.3.Identify and accurately describe service and repair process to customers, as required, according to store policy. |
| | 6.4.Prepare and supply quotations and timelines to customers for basic service and repairs. |
| | 6.5.Identify and accurately transcribe customer details to repair form according to store procedures. |
| | 6.6.Label and securely store items for repair according to store policy. |
| | 6.7.Notify customers without undue delay on completion of service and repair. |

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
 - apply product knowledge by providing information and advice to customers and staff, including advice on warranties and product service and repair
 - make recommendations and advise on services through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult or abusive customers
 - demonstrate product features and operation
 - negotiate price and payment options
- using and applying technology required to demonstrate operation of store product range
- literacy skills to:
 - interpret product information
 - interpret product warranties and guarantees

- numeracy skills to:
 - advise and negotiate price and payment options
 - measure and estimate accurately
 - use metric and imperial measuring scales
 - estimate measurements from architects or builders plans
- technical skills to take measurements from surface areas

Required knowledge

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
 - store pricing and payment and warranty terms and conditions, including GST requirements
 - store product service and repair policy and procedures
- store home and home improvement product range
- design and technical information and features and function and operation of store product range
- quality, energy efficiency and environmental considerations of products
- relevant industry codes of practice

Evidence Guide

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

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

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and other sales team members
- understands and applies available product information when providing advice to customers
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs other sales team members on store home and home improvement products in the store merchandise range. Advises customers and other sales team members on store merchandise range warranties and store pricing and payment options.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
 - WHS legislation and codes of practice
- an appropriate range of home and home improvement products
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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 in the performance criteria is detailed below.

Product knowledge may include:

- function
- brand and product options
- warranties
- quality
- accessories
- component parts
- storage and operation
- design features
- style
- available colour range
- manufacturing process

- price
- partner or complementary products
- country of manufacture
- energy efficiency
- safety features, including flammability
- environmental considerations
- materials and fibre types
- construction of products
- care and maintenance requirements
- stain and dirt resistance
- product performance
- colour fastness, colour fading properties
- availability.

Relevant sources of information may include:

- supplier product leaflets
- store product manuals
- energy rating information
- warranty information
- internet
- trade shows
- customer feedback
- consulting store information
- designated staff members
- contacting suppliers direct.

Store product range may include:

- home and home improvement products
- furniture products
- floor covering products and services
- kitchen and bathroom renovation products
- hardware products
- home gardening products
- soft furnishings
- manchester
- haberdashery.

Customer requirements may include:

- usage requirements
- lifestyle
- price range.

Features and benefits of products may include:

- product type
- product performance features
- product durability
- function
- warranties
- quality

Customers may include:

- design aspects of colour and texture feel
- thickness and weight of furnishing fabrics
- acoustic and thermal insulation properties of materials
- manufacturing process
- price
- country of manufacture
- energy efficiency
- environmental considerations.
- new and existing customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- customers with routine or special needs.

Estimating area and product quantities may include:

- using measuring tools
- using a calculator
- estimating from builders' and architects' plans
- on-site measuring
- estimating based on measurements provided by customer
- making allowances for pattern matching
- estimating linear or volume-based quantities.

Store policy and procedures may include:

- policy and procedures relating to sales, payment and credit options, store reward schemes and customer service.

Unit Sector(s)

Retail

Competency field

Product Knowledge

SIRXINV002A Maintain and order stock

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

Application of the Unit

This unit applies to retail staff who are responsible for monitoring and coordinating stock levels, storage, distribution and reorder cycles. It includes rostering staff, organising and coordinating stocktakes, maintaining accurate records and routinely reporting on inventory status to relevant personnel according to store policy and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
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.
1. Monitor receipt and dispatch of goods.	<p>1.1. Delegate responsibility for receipt and dispatch of goods to <i>appropriate staff</i>.</p> <p>1.2. Implement store procedures in regard to receipt, dispatch and secure storage of goods.</p> <p>1.3. Observe <i>staff</i> functions to ensure store procedures are followed and documentation is completed correctly.</p> <p>1.4. Implement store procedures to ensure goods inspected for quantity and quality on receipt.</p> <p>1.5. Act upon variations to quantity and quality of delivered goods, according to <i>store policy and procedures</i>.</p> <p>1.6. Supervise safe <i>handling and storage of goods</i>, according to store policy.</p>
2. Maintain stock records.	<p>2.1. Monitor and maintain stock levels at required levels.</p> <p>2.2. Maintain, monitor and adjust stock reorder cycles as required.</p> <p>2.3. Inform team members of their individual responsibilities in regard to recording of stock.</p> <p>2.4. Maintain stock storage and movement <i>records</i>, according to store policy.</p> <p>2.5. Record stock discrepancies and follow procedures according to store policy.</p> <p>2.6. Monitor stock performance and identify and <i>report</i> fast and slow selling items according to store policy.</p>
3. Coordinate stocktake or cyclical count.	<p>3.1. Interpret policy and procedures in regard to <i>stocktaking</i> and cyclical counts and explain to team members.</p> <p>3.2. <i>Roster</i> staff, according to allocated budget and time constraints.</p> <p>3.3. Allocate stocktaking tasks to individual team members.</p> <p>3.4. Provide team members with clear directions for the performance of each task.</p> <p>3.5. Allocate team members to ensure effective use of staff resources to complete task.</p> <p>3.6. Produce accurate reports on stocktake data, including discrepancies, for management.</p>

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| 4. Identify stock losses. | 4.1. Identify, record and assess losses against potential loss forecast on a regular basis.
4.2. Identify avoidable losses and establish reasons.
4.3. Recommend and implement possible solutions. |
| 5. Process orders. | 5.1. Process and raise orders for stock as requested, according to store policy and procedures.
5.2. Maintain <i>ordering and recording system</i> .
5.3. Ensure availability of sample range, according to buying plan.
5.4. Order pricing materials as required.
5.5. Record negotiated purchase and supply agreements and file for retrieval. |
| 6. Follow up orders. | 6.1. Monitor delivery process to meet agreed deadlines.
6.2. Handle routine supply problems or refer to management as required by store policy.
6.3. Maintain ongoing liaison with buyers, store or departments, warehouse and <i>suppliers</i> to ensure continuity of supply.
6.4. Distribute stock, according to store or department allocation. |

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- technical skills to:
 - use store stocktaking systems
 - use electronic recording equipment
- interpersonal skills to:
 - inform team members of their responsibilities and give instructions
 - explain policies and procedures to staff
 - allocate tasks and provide directions for performance of tasks
 - liaise with buyers, store and departments, warehouse and suppliers through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- management skills to coordinate stock takes
- negotiation skills to handle supply problems
- literacy and numeracy skills to:
 - prepare and present stock control reports and documentation

- process orders
- maintain delivery and supply records
- maintain stock distribution records
- maintain stock ordering and recording systems

Required knowledge

- store policy and procedures in regard to:
 - stock control
 - store merchandising system
 - current and future stock levels
 - bar codes, labels and price tags
 - store stock recording system
 - stock replenishment and reorder procedures
 - inter- and intra-store and department transfers
 - reporting of stock discrepancies and damage
 - identifying and recording stock losses
 - identifying and recording discrepancies
 - existing suppliers
 - quality control procedures and requirements
 - receipt and dispatch of goods, including inspection for quality and quantity
- relevant licensing requirements for moving stock mechanically
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice

Evidence Guide

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

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

Evidence of the following is essential:

- consistently implements and monitors store policy and procedures regarding receipt, dispatch and secure storage of goods
- regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods
- monitors stock levels, storage, movement and reorder cycles on a regular basis.
- organises and coordinates stocktake according to store

	<p>policy and procedures</p> <ul style="list-style-type: none"> consistently raises and processes stock orders and maintains record system according to store policy and procedures monitors delivery processes and distributes stock to ensure continuity of supply.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> a retail work environment relevant documentation, such as: <ul style="list-style-type: none"> store policy and procedures for receipt and dispatch of goods store procedures for stocktake WHS legislation and codes of practice industry codes of practice legislation and statutory requirements store merchandising and marketing policy and procedures inter- and intra-store and department transfer procedures store quality control procedures and requirements.
Methods of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> observation of performance in the workplace third-party reports from a supervisor written or verbal questioning to assess knowledge and understanding review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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 in the performance criteria is detailed below.

Appropriate staff may include:

- frontline staff
- relevant managers

	<ul style="list-style-type: none"> • supervisor • team leader • specialist staff.
Staff may include:	<ul style="list-style-type: none"> • full-time, part-time, casual or contract staff • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels.
Store policy and procedures in regard to:	<ul style="list-style-type: none"> • stock control • stock control system • recording procedures • procedures for investigating discrepancies • store merchandise and marketing • pricing, labelling and packaging requirements • quality control policy and procedures.
Handling and storage of goods may vary according to:	<ul style="list-style-type: none"> • stock characteristics • industry codes of practice.
Records may be:	<ul style="list-style-type: none"> • manual • digital.
Reports for management may include:	<ul style="list-style-type: none"> • financial reports • business documents • informal reports • stocktake reports.
Stocktaking may be:	<ul style="list-style-type: none"> • cyclical • compliance driven.
Roster may include:	<ul style="list-style-type: none"> • varying levels of staff training • staffing levels • routine or busy trading conditions • full-time, part-time or casual staff • range of staff responsibilities.
Ordering and recording system may be:	<ul style="list-style-type: none"> • manual • digital.
Suppliers may include:	<ul style="list-style-type: none"> • existing contacts • new contacts • local suppliers • overseas supplies.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXSL201 Sell products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSL001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
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.
1. Develop and apply product knowledge.	1.1. Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i> and confirm with relevant staff. 1.2. Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and <i>legislative requirements</i> . 1.3. Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1. Identify <i>customers</i> by name where possible. 2.2. Develop knowledge of customer buying behaviour by accessing relevant sources of information. 2.3. Determine and apply appropriate timing of customer approach according to store policy and customer behaviour. 2.4. Initiate customer contact according to store policy. 2.5. Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1. Apply questioning techniques and listening skills to determine customer buying motives and requirements. 3.2. Interpret and clarify non verbal communication cues. 3.3. Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1. Match customer needs to appropriate products and services. 4.2. Communicate knowledge of product features and benefits clearly to customers. 4.3. Describe product use and safety requirements to customers. 4.4. Refer customers to appropriate product specialist as required. 4.5. Answer <i>routine customer questions</i> about merchandise accurately and honestly or refer to senior sales staff.

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| 5. Overcome objections. | 5.1. Identify and acknowledge customer objections according to store policy.
5.2. Categorise objections into price, time and merchandise characteristics and consider solutions.
5.3. Offer solutions to customer objections according to store policy.
5.4. Apply problem solving within personal scope of responsibilities to overcome customer objections or refer to senior staff. |
| 6. Close sale. | 6.1. Monitor, identify and respond appropriately to customer buying signals.
6.2. Encourage customer to make purchase decisions.
6.3. Select and apply appropriate method of closing sale. |
| 7. Maximise sales opportunities. | 7.1. Recognise and apply opportunities for making additional sales according to store policy.
7.2. Advise customer of complementary products or services according to customer's identified need.
7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff. |

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills to:
 - handle difficult customers
 - verbal and non-verbal communication skills to:
 - question, listen and observe
 - overcome objections and close sale
- literacy and numeracy skills to:
 - handle payments for goods
 - read product information
 - read store policies and procedures
 - record information
 - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
 - customer behaviour and cues

- customer buying motives
- demographics, lifestyle and income
- individual and cultural differences
- types of customer needs, such as:
 - functional
 - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
 - add-ons and complementary sales
 - closing techniques
 - opening techniques
 - overcoming customer objections
 - recognising buying signals
 - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
 - allocated duties and responsibilities
 - selling products and services and sales performance

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

Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future

sales.

Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a real or simulated retail work environment • relevant documentation, such as policy and procedures manuals • a range of customers with different requirements • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of the candidate in the workplace • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Product knowledge</i> may include:	<ul style="list-style-type: none"> • features and benefits • handling and storage requirements • price • safety features • stock availability • use-by dates • warranties.
<i>Relevant sources of information</i> may include:	<ul style="list-style-type: none"> • demonstrations • internet • labels • product profiles

- staff members
 - store or supplier product manuals
 - store tours
 - videos.
- Legislative requirements** may include:
- industry codes of practice
 - liquor laws
 - lottery legislation
 - work health and safety (WHS)
 - sale of second-hand goods
 - sale of X and R-rated products
 - tobacco laws
 - Australian consumer law and fair trading Acts
 - trading hours
 - transport, storage and handling of goods.
- Customers** may include:
- customers with routine or special requests
 - internal and external contacts
 - new or repeat contacts
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities.
- Routine customer questions** may relate to:
- availability
 - features and benefits
 - price and price reductions
 - quality.
- Problem solving** may be affected by:
- resource implications
 - store policies and procedures.
- Sales transactions** may be completed:
- face-to-face
 - online
 - over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

SIRXSL303 Build relationships with customers

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSL004A Build relationships with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain expert knowledge to provide accurate product information to customers, including post-sales support.

It also covers communication, analysis and sales techniques to plan and implement sales presentations, build positive relationships with customers, and resolve customer complaints to ensure positive business outcomes.

Application of the Unit

This unit applies to senior sales personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
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.
1. Develop relationships with customers.	<p>1.1.Establish rapport with <i>customers</i> and express genuine interest to <i>clarify customer requirements</i> and enhance <i>outcomes</i>.</p> <p>1.2.Maintain <i>professional ethics</i> with the customer to promote store image and credibility.</p> <p>1.3.Identify <i>customer needs and preferences</i> to maximise sales opportunities.</p> <p>1.4.Maximise sales opportunities by use of add-on and complementary <i>sales techniques</i>.</p> <p>1.5.Give customer space and time to evaluate purchase decision, while using time to maximum advantage for customer and store.</p> <p>1.6.Use effective methods to close sales.</p>
2. Apply expert knowledge.	<p>2.1.Provide customer with accurate information regarding product and service appraisals, correct statements and warranties according to <i>legislative requirements</i>.</p> <p>2.2.Provide detailed knowledge of supplier or manufacturer information according to customer needs and commercial confidentiality guidelines.</p> <p>2.3.Provide evaluation of product range, demonstrate features and benefits of products or services where appropriate, and make recommendations to the customer to maximise sales potential.</p> <p>2.4.Maximise customer interest in product or service through price negotiation where applicable and offer payment and credit options according to <i>store policy</i>.</p> <p>2.5.Calculate prices and discounts according to pricing determinants and store policy.</p>
3. Provide post-sales support.	<p>3.1.Provide evidence of ongoing support as sale is concluded.</p> <p>3.2.Explain <i>back-up service</i> and reassure customer according to legislative requirements and store policy.</p> <p>3.3.Provide customer with store or salesperson's contact details to ensure customer follow-up according to store policy.</p> <p>3.4.Enter customer and transaction details into <i>customer database</i> according to store policy.</p>

4. Plan sales presentations.
 - 4.1. Plan presentation to complement *product characteristics*.
 - 4.2. Select client group according to product characteristics and store merchandising policy.
 - 4.3. Access *promotional materials* where required and distribute to client group.
 - 4.4. Select and prepare a range of products or services for presentation to reflect store image, demographics and merchandising plan.
5. Implement sales presentations.
 - 5.1. Ensure sufficient numbers of adequately briefed support staff, where required, for presentation.
 - 5.2. Apply communication skills to effectively create interest, focus attention, and encourage customer interaction with individuals or groups.
 - 5.3. Demonstrate products or services to create a buying environment.
 - 5.4. Measure results of sales presentation according to predetermined criteria, review overall performance and results, and apply information to enhance future *sales presentations*, according to store sales policy.
6. Maintain and use a customer database.
 - 6.1. Maintain customer confidentiality as required by store policy and legislative requirements.
 - 6.2. Develop and maintain accurate *customer records* and store securely according to store policy and procedures.
 - 6.3. Identify and follow up regular customers according to store marketing policy.
 - 6.4. Use customer records to advise customers on products and services of possible interest.
 - 6.5. Implement *customer loyalty schemes* where required according to store promotional activities.
7. Deal with difficult customers.
 - 7.1. Acknowledge customer complaints and problems and reassuringly support difficult customers to produce positive outcome.
 - 7.2. Use questioning and active listening to encourage customer to verbalise issue and minimise customer frustration.
 - 7.3. Develop customer's confidence in the candidate and product or service to promote long-term trust and commitment to store.
 - 7.4. Establish mutually acceptable resolution of complaint.

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills to resolve conflict
- literacy and numeracy skills to:
 - access and read relevant product information
 - calculate prices and discounts
 - read store policies and procedures
 - record client and sales information
- sales skills to apply selling techniques, including:
 - add-ons and complementary sales
 - identifying buying signals
 - opening and closing techniques
 - overcoming customer objections
 - presenting product information
 - promoting enhanced sustainability features of selected products and services
 - using strategies to focus customer on specific merchandise

Required knowledge

- customer types and needs, including:
 - customer buying motives, customer behaviour and cues
 - functional and psychological needs
 - individual and cultural differences, demographics, lifestyle and income
- work health and safety (WHS) requirements relating to:
 - manual handling
 - plant and equipment
 - hazardous substances and dangerous goods
 - workers compensation
- relevant industry codes of practice, legislation and statutory requirements relating to building relationships with clients
- store policies and procedures in regard to:
 - efficient use of resources
 - establishing, maintaining and using customer records
 - methods of maintaining customer confidentiality and secure storage of customer details
 - price negotiation and payment and credit options
 - pricing, including GST requirements
 - resolving customer complaints
 - updating and maintaining customer mailing lists
- store and area merchandise and service range

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

Evidence of the following is essential:

- applies:
 - detailed knowledge of manufacturer and supplier supply, back-up service and warranty information to enhance customer support
 - industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
 - store policies and procedures in regard to selling products and services, dealing with customers, planning and implementing sales presentations, and providing after-sales support
- develops customer commitment to store and builds return customer base by establishing rapport and relationship with customer, maintaining professional ethics, and discerning customer buying motives, requirements and preferences
- establishes, records and maintains customer records and details, maintaining customer confidentiality, ensuring secure storage of data, and using customer records to maximise customer interest and create a buying atmosphere
- evaluates personal or team sales performance to maximise future sales
- maximises sales opportunities by using effective selling techniques, applying detailed product knowledge, and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- plans, prepares and conducts sales presentations and briefs
- supports staff where required, to create a buying environment and maximise sales performance
- resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution
- uses effective questioning, listening and observation skills to determine customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:

- policy and procedures manuals
- industry codes of practice and relevant legislation
- WHS legislation and codes of practice
- a range of customers with different requirements
- an appropriate range of products and equipment
- a customer database system.

Method of assessment A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may include:

- a single customer, couples, families or groups
- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Clarification of customer requirements may be achieved by:

- active listening
- appropriate questioning
- empathy
- observation
- reassurance and confirmation.

Outcomes may include:

- credibility of store
- customer commitment

Maintaining <i>professional ethics</i> with the customer may include:	<ul style="list-style-type: none">• customers' trust• increased return customer base.• confirmed appraisals of products and services• honesty• positive statements.
<i>Customer needs and preferences</i> may include:	<ul style="list-style-type: none">• brand• customer physical needs• price• product characteristics• product type• size.
<i>Sales techniques</i> will include:	<ul style="list-style-type: none">• add-on and complementary products and services• selling up or down• suggestive selling• variety of methods of closing sales.
<i>Legislative requirements</i> may include:	<ul style="list-style-type: none">• environmental protection legislation• health and welfare law specific to local government, state and federal legislation• liquor laws• WHS• pricing procedures, including GST requirements• privacy laws• sale of second-hand goods• tobacco laws• Australian Consumer Law and fair trading Acts• transport, storage and handling of goods.
<i>Store policy</i> and procedures in regard to:	<ul style="list-style-type: none">• dealing with difficult customers• maintaining and using client records• promotional, marketing, discounting and reward programs• resolving customer complaints• selling products and services.
<i>Back-up service</i> may include:	<ul style="list-style-type: none">• delivery specifications• financial products and services• installation• returns policies• technical support• warranties and guarantees.
<i>Customer database</i> may be:	<ul style="list-style-type: none">• computer-based• manual.

- Product characteristics*** may include:
- features and benefits
 - price range
 - supplier or manufacturer information
 - target group.
- Promotional materials*** may include:
- brochures
 - business cards
 - pamphlets
 - posters
 - promotional merchandise
 - vouchers.
- Sales presentations*** may be:
- at client site
 - in-house
 - verbal
 - visual.
- Customer records*** may include:
- anniversaries and special dates
 - details of items bought or returned
 - name and contact details
 - personal preferences
 - transaction records.
- Customer loyalty schemes*** may include:
- credit or discount facilities
 - customer clubs
 - customer reward schemes
 - special offers.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

SITXMPR403 Plan and implement sales activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITXMPR003A Plan and implement sales activities. Minor adjustments to expression of content to streamline and improve unit. Added innovation, legal, ethical and sustainability to Performance Criteria. Added more on new technologies and media.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and implement sales activities. It requires the ability to identify and analyse market and customer needs, proactively target current and new customers, plan the operation of sales calls, make calls and prepare sales reports.

Application of the Unit

This unit applies to all industry sectors, and to individuals taking responsibility for coordinating sales activities within the parameters of an established sales strategy. People working independently with limited supervision undertake this role. This could include sales and marketing personnel or managers and owner-operators of small businesses.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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.

- | | |
|-----------------------------|--|
| 1. Plan sales activities. | 1.1 Plan sales activities for existing and potential customers according to marketing plan or other organisation systems.
1.2 Identify, analyse and incorporate organisation, customer and market <i>information</i> into sales planning process.
1.3 Source prospects and create profiles.
1.4 Proactively seek and evaluate innovative sales opportunities and take advantage of new technologies and media.
1.5 Estimate potential revenue, based on analysis of information and in consultation with appropriate colleagues.
1.6 Plan activities and <i>practical sales call patterns</i> that maximise opportunities to meet individual and team targets.
1.7 Consider <i>legal, ethical and sustainability issues</i> . |
| 2. Prepare for sales calls. | 2.1 Make sales call appointments in advance where appropriate.
2.2 Develop <i>sales call strategies and tactics</i> based on market knowledge, current sales focus and consultation with colleagues.
2.3 Gather <i>information and support materials</i> to support sales calls. |
| 3. Make sales calls. | 3.1 Make sales calls according to agreed call patterns.
3.2 Build relationships with customers through use of effective interpersonal communication styles.
3.3 Develop customer trust and confidence through demonstration of personal and professional integrity.
3.4 Proactively identify and resolve customer issues and problems.
3.5 Use selling techniques to maximise opportunities to meet and exceed sales targets.
3.6 Provide current, accurate and relevant information on product |

- features and benefits according to current marketing focus.
- 3.7 Encourage feedback from customers and proactively seek market intelligence.
4. Review and report on sales activities.
- 4.1 Review activities according to agreed evaluation methods and incorporate results into future sales planning.
- 4.2 Prepare sales reports according to organisational policy and required timeframes.
- 4.3 Present current and clear market intelligence to those responsible for sales and marketing planning.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - use effective selling techniques
 - establish and conduct positive business relationships
- critical thinking skills to evaluate market and customer information for sales opportunities
- initiative and enterprise skills to proactively identify and respond to new opportunities
- literacy skills to:
 - interpret customer and market trend information
 - develop sales reports
- numeracy skills to:
 - calculate potential sales revenues
 - create and interpret sales statistics
- planning and organising skills to plan for and manage sales call patterns
- problem-solving skills to proactively identify and respond to operational and more systemic customer problems
- self-management skills to take responsibility for sales outcomes
- technology skills to use current sales management systems.

Required knowledge

- principles of selling, sales communication and relationship building
- industry structures and interrelationships, industry networks and information sources
- industry and market knowledge appropriate to the sector and organisation, including:
 - distribution and marketing networks, especially those that support the product or service being promoted
 - commission structures
 - current customer and market trends

- links between sales and other areas of organisational operations
- structure and content of marketing plans and the role of sales in the overall marketing mix
- legal issues that impact on sales personnel, including consumer protection provisions
- ethical considerations for sales personnel, including:
 - truth and honesty in sales
 - targeting of particular groups in the community
- sustainability considerations for sales activities, including:
 - reducing waste of printed materials
 - sustainability as a sales tool.

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.

Overview of assessment

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

Evidence of the ability to:

- plan and implement a range of sales activities for an operation, product or service including the preparation of sales reports
- use effective communication skills during sales calls
- demonstrate knowledge of the industry, including structure and interrelationships, industry networks, information sources and distribution and marketing networks.

Context of and specific resources for assessment

Assessment must ensure use of:

- real or simulated products or services for which the individual can conduct sales activities
- current information and communications technology used by industry to manage sales activities
- marketing plans and operational sales documents, such as sales reports and sales support materials
- other people with whom the individual can interact.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of sales activities undertaken by the individual including sales planning and associated implementation
- sales reporting, incorporating analysis of performance

- use of case studies to assess knowledge of how sales activities can be used in specific industry contexts
- written or oral questioning to assess knowledge, such as, structure of the industry, industry interrelationships, distribution networks and legal compliance issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

In the workplace, people always combine the skills described in different units to do their jobs. For effective assessment of this unit, the assessor should use integrated activities that also provide evidence of skills in other units, for example:

- SITXMGT501 Establish and conduct business relationships
- SITXMPR404 Coordinate marketing activities.

Range Statement

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.

Information to be incorporated into the sales planning process may include:

- competitive activity
- financial statistics
- market trends
- sales and marketing reports.

Practical sales call patterns may be affected by:

- call intensity required
- current organisational priorities
- geographic considerations and restraints
- need for administration and reporting time
- specific sales and revenue targets
- technology capabilities.

Legal, ethical and sustainability issues may relate to:

- consumer law and trade practices
- work health and safety obligations
- resource conservation
- targeting of particular groups
- ways of presenting information.

Sales call strategies and tactics may include or be

- current sales figures for nominated

based on:

periods

- focus on specific products or offers
- individual customer history
- response to competitive activity.

Information and support materials may include:

- brochures
- display material
- electronic updates
- giveaways
- incentive material
- Internet and web pages
- other handouts
- tariff sheets.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.
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Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Organise instruction and demonstration	1.1. Gather information about <i>learner characteristics</i> and learning needs 1.2. Confirm a <i>safe learning environment</i> 1.3. Gather and check <i>instruction and demonstration objectives</i> and seek assistance if required 1.4. Access and review relevant <i>learning resources</i> and <i>learning materials</i> for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of <i>details</i> regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any <i>OHS procedures</i> and requirements prior to and during training 2.4. Use <i>delivery techniques</i> to structure, pace and enhance learning 2.5. Apply <i>coaching</i> techniques to assist learning 2.6. Use communication skills to provide information,

ELEMENT	PERFORMANCE CRITERIA
	<p>instruct learners and demonstrate relevant work skills</p> <p>2.7. Provide opportunities for practice during instruction and through work activities</p> <p>2.8. Provide and discuss feedback on learner performance to support learning</p>
3. Check training performance	<p>3.1. Use <i>measures</i> to ensure learners are acquiring and can use new technical and generic skills and knowledge</p> <p>3.2. Monitor learner progress and outcomes in consultation with learner</p> <p>3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs</p>
4. Review personal training performance and finalise documentation	<p>4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement</p> <p>4.2. Maintain, store and secure learner records according to organisational and legal requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- verbal and non-verbal communication techniques, such as:
 - asking relevant and appropriate questions
 - providing explanations
 - demonstrating
 - using listening skills
 - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
 - identify hazards
 - conduct prestart-up checks if required
 - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning
- reflection skills in order to:
 - identify areas for improvement
 - maintain personal skill development
- literacy skills to:
 - complete and maintain documentation
 - read and follow learning programs and plans
 - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
 - engage, motivate and connect with learners
 - provide constructive feedback
 - maintain appropriate relationships
 - establish trust
 - use appropriate body language
 - maintain humour
 - demonstrate tolerance
 - manage a group
 - recognise and be sensitive to individual difference and diversity
- observation skills to:
 - monitor learner acquisition of new skills, knowledge and competency requirements
 - assess learner communication and skills in interacting with others
 - identify learner concerns
 - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

REQUIRED SKILLS AND KNOWLEDGE

- procedures
- risk controls for the specific learning environment

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.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

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

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
 - different learning objectives
 - a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Method of assessment**Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement**RANGE STATEMENT**

RANGE STATEMENT

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.

<i>Learner characteristics</i> may include:	<ul style="list-style-type: none"> • language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
<i>Safe learning environment</i> may include:	<ul style="list-style-type: none"> • exit requirements • personal protective equipment • safe access • safe use of equipment.
<i>Instruction and demonstration objectives</i> may include:	<ul style="list-style-type: none"> • competencies to be achieved • generic and technical skills, which may be: <ul style="list-style-type: none"> • provided by the organisation • developed by a colleague • individual or group objectives • learning outcomes.
<i>Learning resources</i> may include:	<ul style="list-style-type: none"> • any material used to support learning, such as: <ul style="list-style-type: none"> • learner and user guides • trainer and facilitator guides • example training programs • specific case studies • professional development materials • assessment materials • a variety of formats • those produced locally • those acquired from other sources.
<i>Learning materials</i> may include:	<ul style="list-style-type: none"> • handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
<i>Details</i> may include:	<ul style="list-style-type: none"> • location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

RANGE STATEMENT	
<i>OHS procedures</i> may include:	<ul style="list-style-type: none"> • emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
<i>Delivery techniques</i> may include:	<ul style="list-style-type: none"> • coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
<i>Coaching</i> may include:	<ul style="list-style-type: none"> • learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
<i>Measures</i> may include:	<ul style="list-style-type: none"> • informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.
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Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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 effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address <i>OHS implications</i> of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address <i>contractual requirements</i> and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the <i>work-based learning pathway</i> 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss <i>individualised learning plan</i> with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the

ELEMENT	PERFORMANCE CRITERIA
	<p>learning environment</p> <p>3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety</p>
4. Implement work-based learning pathway	<p>4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway</p> <p>4.2. Explain objectives of work-based learning and the processes involved to learner</p> <p>4.3. Encourage learner to take responsibility for learning and to self-reflect</p> <p>4.4. Develop techniques that facilitate learner's transfer of skills and knowledge</p>
5. Maintain and develop the learning/facilitation relationship	<p>5.1. Prepare for each session</p> <p>5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development</p> <p>5.3. Observe learner cues and change approaches where necessary to maintain momentum</p> <p>5.4. Practise <i>ethical behaviour</i> at all times</p> <p>5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties</p>
6. Close and evaluate the learning/facilitation relationship	<p>6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills</p> <p>6.2. Seek feedback from learner on the outcomes achieved and value of the relationship</p> <p>6.3. Evaluate and document process, including <i>impact, self evaluation and reflection</i>, and file according to legal and organisational requirements</p>
7. Monitor and review the effectiveness of the work-based learning pathway	<p>7.1. Document work performance and learning achievement and keep records according to organisational requirements</p> <p>7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used</p> <p>7.3. Recommend improvements to work-based practice in light of the review process</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- oral communication and language skills to:
 - motivate the learner
 - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
 - read and interpret organisational documents, legal documents and contracts
 - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
 - using effective verbal and non-verbal language
 - using critical listening and questioning techniques
 - giving constructive and supportive feedback
 - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
 - providing clear and concrete options and advice
 - using appropriate industry/profession terminology and language
 - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
 - visual learners
 - audio learners
 - kinaesthetic learners
 - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace

REQUIRED SKILLS AND KNOWLEDGE

- reporting requirements for hazards and incidents
- specific procedures for work tasks
- safe use and maintenance of relevant equipment
- emergency procedures
- sources of OHS information

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.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

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

Evidence of the ability to:

- prepare and facilitate work-based learning
- provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
- provide a minimum of two examples of a learning facilitation relationship being conducted:
 - with different individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

EVIDENCE GUIDE	
	provided. Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
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.	
<i>OHS implications</i> may include:	<ul style="list-style-type: none"> • OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
<i>Contractual requirements</i> may include:	<ul style="list-style-type: none"> • training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
<i>Work-based learning pathway</i> may include:	<ul style="list-style-type: none"> • identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
<i>Individualised learning plan</i> may include:	<ul style="list-style-type: none"> • information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the

RANGE STATEMENT	
	learner <ul style="list-style-type: none"> • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
<i>Ethical behaviour</i> includes:	<ul style="list-style-type: none"> • trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
<i>Impact</i> may be:	<ul style="list-style-type: none"> • successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.
<i>Self-evaluation and reflection</i> may include:	<ul style="list-style-type: none"> • asking critical questions about: <ul style="list-style-type: none"> • own ability • what worked or didn't work • how the relationship building process could be improved • reviewing records and journals on sessions and critically evaluating own performance • reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.
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Application of the Unit

Application of the unit	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Develop a mentoring plan	1.1. Identify scope and boundaries of the <i>mentoring</i> relationship according to organisational procedures 1.2. Establish <i>ground rules</i> and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with <i>legislation, policy and procedures</i>
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use <i>techniques for resolving differences</i> without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form

ELEMENT	PERFORMANCE CRITERIA
	<p>and style to suit their requirements</p> <p>3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process</p> <p>3.3. Recognise and discuss changes in the <i>mentoring relationship</i> with appropriate <i>stakeholders</i></p> <p>3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met</p>
4. Evaluate effectiveness of mentoring	<p>4.1. Establish and discuss <i>benefits</i> gained from the mentoring process</p> <p>4.2. Reflect on and articulate the personal benefits gained from providing mentoring</p> <p>4.3. Identify and report the outcomes of the mentoring arrangement and the <i>benefits to the organisation</i> according to organisational policy and procedures to improve the mentoring system or program</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and time-management skills to mentor in a workplace
- oral communication and language skills to motivate learners
- organisational skills to provide guidance and feedback to individuals
- interpersonal skills to:
 - engage in relationship building, including building trust and maintaining confidentiality
 - respond to diversity, including gender and disability
- communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback
- initiative and enterprise skills to apply procedures relating to OHS and environmental legislation in the context of workplace mentoring

Required knowledge

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring
- training contracts and responsibilities of employer, registered training organisation

REQUIRED SKILLS AND KNOWLEDGE

- (RTO) and funding body
- training plans and responsibilities
 - training products and strategies for learning
 - mentoring methodologies and strategies
 - acceptable behaviour in the mentoring relationship
 - equal employment opportunity, equity and diversity principles
 - OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace
 - reporting requirements for hazards and incidents
 - specific procedures for work tasks
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

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.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

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

Evidence of the ability to:

- prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship
- facilitate at least three mentoring sessions
- provide information on sessions, including comments and notes from both mentor and learner.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

EVIDENCE GUIDE	
	provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
<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>	
<i>Mentoring</i> may include:	<ul style="list-style-type: none"> • long-term focus on personal growth and learning • wide range of learning oriented to: <ul style="list-style-type: none"> • support • guidance in personal or career growth • relationship, not just a procedure or activity • one person professionally assisting the career development of another.
<i>Ground rules</i> may include:	<ul style="list-style-type: none"> • training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.
<i>Legislation, policy and procedures</i> may include:	<ul style="list-style-type: none"> • commonwealth and state or territory legislation and regulations, such as: <ul style="list-style-type: none"> • privacy legislation • equal employment opportunity, anti-discrimination and harassment legislation • OHS legislation • user choice • organisational policy, procedures and protocols.
<i>Techniques for resolving differences</i>	<ul style="list-style-type: none"> • finding a mutually beneficial solution • self-disclosure

RANGE STATEMENT	
may include:	<ul style="list-style-type: none"> • inviting discussion • providing explanations • accessing assistance.
<i>Mentoring relationship</i> may include:	<ul style="list-style-type: none"> • informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
<i>Benefits</i> may include:	<ul style="list-style-type: none"> • insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
<i>Benefits to the organisation</i> may include:	<ul style="list-style-type: none"> • increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

TLIA2011A Package goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to package goods in accordance with regulatory and workplace requirements including selecting materials, packing and unwrapping products, and labelling packaged products/loads to the required labelling standards. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the packaging of goods.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the packaging of goods as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Select materials and pack and unwrap products

- 1.1 Packaging specifications and order packaging documentation are correctly interpreted
- 1.2 Appropriate packaging technology suitable for the goods to be packed is selected
- 1.3 Packaging materials are identified and matched to specifications
- 1.4 Work plan ensures materials are used economically and that appropriate packaging is used that minimises loss and damage in transit or storage
- 1.5 Work is planned in accordance with OH&S requirements
- 1.6 Completed packed goods are stacked to minimise damage from within and outside

2 Label packaged products/loads

- 2.1 Workplace labelling standards are identified
- 2.2 Appropriate goods handling, labelling and other identification symbols are utilised
- 2.3 Invoices and picking slips are attached (where required)
- 2.4 Workplace documentation is completed

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the packaging of goods including the Australian Dangerous Goods Code (ADG Code)

REQUIRED KNOWLEDGE AND SKILLS

- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the packaging of goods
- Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods
- Problems that may occur when packaging goods and appropriate action that can be taken to resolve the problems
- Documentation requirements for the packaging of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when packaging goods
- Read and interpret instructions, procedures and labels relevant to the packaging of goods
- Complete documentation related to work activities when packaging goods
- Work collaboratively with others when packaging goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when packaging goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events that may occur when packaging goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of equipment when packaging goods
- Check operation of packaging equipment in terms of service schedule and standard operating procedures
- Select and use relevant communications, computing equipment and materials when packaging goods
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	<ul style="list-style-type: none">• in a range of work environments• by day or night
Customers may be:	<ul style="list-style-type: none">• internal or external
Workplaces may comprise:	<ul style="list-style-type: none">• large, medium or small worksites
Work may be conducted in:	<ul style="list-style-type: none">• restricted spaces• exposed conditions• controlled or open environments
Goods may involve:	<ul style="list-style-type: none">• special handling, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Hazards in the work area may include exposure to:	<ul style="list-style-type: none">• chemicals• dangerous or hazardous substances• movements of equipment, goods and materials• oil or water on floor• a fire or explosion• damaged packaging or pallets• debris on floor• faulty racking• poorly stacked pallets• faulty equipment
Consultative processes may involve:	<ul style="list-style-type: none">• other employees and supervisors• suppliers, customers and clients• relevant authorities and institutions• management and union representatives• industrial relations and OH&S specialists• other maintenance, professional or technical staff
Communication in the work area may include:	<ul style="list-style-type: none">• phone• electronic data interchange (EDI)• fax• email• internet• radio• oral, aural or signed communications
Depending on the type of organisation concerned and the	<ul style="list-style-type: none">• company procedures• enterprise procedures

RANGE STATEMENT

local terminology used, workplace procedures may include:

- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the packaging of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures

Applicable regulations and legislation may include:

- relevant codes and regulations for the packaging of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian and International Explosives Codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- marine orders
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations

RANGE STATEMENT

- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA2013A Receive goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to receive goods in accordance with regulatory and workplace requirements, including identifying workplace procedures and documentation requirements for the receipt of goods; checking and inspecting goods on arrival and completing workplace documentation; and unloading, packing and storing stock. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the receiving of goods.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the receiving of goods as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Identify workplace procedures and documentation requirements for the receipt of goods

- 1.1 Workplace procedures for receipt of goods are identified
- 1.2 Purpose of documents associated with the receipt of goods is interpreted
- 1.3 Workplace documentation requirements for the receipt of goods and reporting of damage are identified

2 Check and inspect goods on arrival and complete workplace documentation

- 2.1 Procedures for checking of goods in comparison with orders or manifests are identified and followed
- 2.2 Discrepancies and/or damaged goods are reported
- 2.3 Non-conforming goods are appropriately documented and despatched or stored in accordance with company procedures

3 Unload, unpack and store stock

- 3.1 Appropriate manual handling techniques and equipment are identified
- 3.2 Safe work procedures are used when unloading, unpacking and storing stock
- 3.3 Advice on appropriate storage locations and requirements for particular products is sought
- 3.4 Goods are unloaded and unpacked in accordance with workplace procedures
- 3.5 Assistance from others is sought when required to maintain safe and effective work
- 3.6 Directions are followed to store stock in appropriate areas

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the receiving of goods including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the receiving of goods
- Focus of operation of work systems, equipment, management and site operating systems for the receiving of goods
- Problems that may occur when receiving goods and appropriate action that can be taken to resolve the problems
- Specifications and standards for the checking and inspection of received goods
- Documentation requirements for the receiving of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when receiving goods
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures, information, labels and signs relevant to receiving goods
- Complete documentation related to the receipt of goods
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Work collaboratively with others when receiving goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems when receiving goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when receiving goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when receiving goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or

Required skills:

damage to goods or equipment

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant load handling equipment when receiving goods
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation

EVIDENCE GUIDE

- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	<ul style="list-style-type: none">• in a range of work environments• by day or night
Customers may be:	<ul style="list-style-type: none">• internal or external
Workplaces may comprise:	<ul style="list-style-type: none">• large, medium or small worksites
Work may be conducted in:	<ul style="list-style-type: none">• limited or restricted spaces• exposed conditions• controlled or open environments
Received goods may involve:	<ul style="list-style-type: none">• special handling and storage requirements, including temperature controlled goods and dangerous goods
Problems that may occur when receiving goods may include:	<ul style="list-style-type: none">• damaged stock• damaged pallets or packaging• wrong stock• error in paperwork• poorly stacked stock• incorrect quantity
Aspect s of goods to be checked when receiving goods may include:	<ul style="list-style-type: none">• correct type• number• condition• quality• packaging• labelling• dangerous goods declarations and markings (where applicable)

RANGE STATEMENT

Hazards in the work area may include exposure to:

- chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials
- oil or water on floor
- fire or explosion
- damaged packaging or pallets
- debris on floor
- poorly stacked pallets
- faulty equipment

Consultative processes may involve:

- other employees and supervisors
- suppliers, customers and clients
- drivers and agents
- relevant authorities and institutions
- management and union representatives
- industrial relations and OH&S specialists
- other maintenance, professional or technical staff

Communication in the work area may include:

- phone
- electronic data interchange (EDI)
- fax
- email
- internet
- RF systems
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the receiving of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances

RANGE STATEMENT

Applicable regulations and legislation may include:

- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures
- relevant codes and regulations for the receiving of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air Regulations
 - Australian and international explosives codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- marine orders
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

A - Handling Cargo/Stock

TLIA2021A Despatch stock

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to despatch stock in accordance with workplace requirements including analysing orders to identify work requirements, following workplace order picking processes to prepare goods for despatch, and completing despatch tasks in accordance with workplace procedures and schedules. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with codes/regulations and workplace requirements relevant to the despatch of goods.

Work is performed under some supervision generally within a team environment. It involves the application of regulatory requirements and workplace procedures to despatch operations in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Analyse order to identify work requirements

- 1.1 Order request and consignment note documentation is interpreted
- 1.2 Required schedules for despatch are identified
- 1.3 Product(s) in order are identified
- 1.4 Workplace and product knowledge is used to plan sequence of work
- 1.5 Appropriate materials handling equipment is selected within required OH&S regulations and timeframe for the despatch

2 Follow workplace order picking processes to prepare goods for despatch

- 2.1 Goods for despatch are selected, checking against product knowledge, labels and other identification systems
- 2.2 Products are sorted, assembled and consolidated
- 2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule
- 2.4 Order is checked against despatch schedule and order form

3 Complete despatch following workplace procedures and schedules

- 3.1 Workplace records are completed, and labels and appropriate documentation attached
- 3.2 Load labels and documentation are checked and loading is organised in accordance with workplace procedures and ADG Code (where applicable)
- 3.3 Final check of load labels and documentation is completed in accordance with requirements
- 3.4 Transportation requirements are described to driver where appropriate

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Regulations relevant to despatch operations, including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the organising of despatch operations
- Focus of operation of work systems, equipment, management and site operating systems for despatching goods
- Problems that may occur when despatching goods and appropriate action that can be taken to resolve the problems
- Documentation and record requirements for despatch operations
- Equipment used during despatch operations and the precautions and procedures that should be followed in its use
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when organising despatch operations
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the organising of despatch operations
- Complete documentation related to the organising of despatch operations
- Work collaboratively with others when organising despatch operations
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when organising despatch operations in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in goods and equipment in accordance with standard

Required skills:

operating procedures

- Select and use relevant equipment and communications technology when organising despatch operations
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be

EVIDENCE GUIDE

- conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	<ul style="list-style-type: none"> • in a range of work environments • by day or night
Customers may be:	<ul style="list-style-type: none"> • internal or external
Workplaces may comprise:	<ul style="list-style-type: none"> • large, medium or small worksites
Work may be conducted in:	<ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments
Goods to be despatched may involve:	<ul style="list-style-type: none"> • special handling, location, storage and/or packaging requirements, including temperature controlled goods, dangerous goods or hazardous substances
Problems that may occur when despatching an order include:	<ul style="list-style-type: none"> • wrong stock is despatched • wrong carton for order • incorrect location • damaged stock • no stock at location • incorrect quantity • failing to meet a special order requirement • failing to meet customers delivery requirements
Special order requirements may include:	<ul style="list-style-type: none"> • pricing • special packing • specific size of carton • special categories of stock
Hazards in the work area may	<ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances

RANGE STATEMENT

include:

- movements of equipment, goods and materials
- oil or water on floor
- a fire or explosion
- damaged packaging or pallets
- debris on floor
- faulty racking
- poorly stacked pallets
- faulty equipment

Communication in the work area may include:

- phone
- electronic data interchange (EDI)
- fax
- email
- internet
- RF communications
- barcode readers
- oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Consultative processes may involve:

- workplace personnel
- supervisors and managers
- customers/clients
- drivers and agents
- contractors
- official representatives

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- manufacturers specifications for equipment/tools
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- codes of practice including the National Standards for

RANGE STATEMENT

Applicable regulations and legislation may include:

- Manual Handling and the Industry Safety Code
- relevant legislation, regulations and related documentation including the ADG Code
- award, enterprise bargaining agreement, other industrial arrangements
- standards and certification requirements
- quality assurance procedures
- emergency procedures
- relevant codes and regulations pertaining to the organising of despatch operations
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

A - Handling Cargo/Stock

TLIA3016A Use inventory systems to organise stock control

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to use inventory systems to organise stock control in accordance with workplace requirements including identifying inventory and stock control systems in use in the workplace, using re-order procedures to maintain stock levels, organising cyclical stock counts, and reporting discrepancies or variances. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the use of inventory systems to organise stock control.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements when using inventory systems to organise stock control as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1 Identify inventory and stock control systems in use in the workplace | 1.1 Workplace inventory and stock control equipment, software and systems are identified
1.2 Reasons for common database approach to inventory records and documentation in the warehouse are explained
1.3 Procedures for identification and reporting of discrepancies or variances are identified |
| 2 Use re-order procedures to maintain stock levels | 2.1 Stock level maintenance checking is conducted
2.2 Stock is re-ordered to meet stock level maintenance requirements in accordance with workplace policies and procedures
2.3 Data is accurately entered and extracted from the inventory/records system using appropriate workplace procedures |
| 3 Organise cyclical stock counts and report discrepancies or variances | 3.1 Process for cyclical stock count is planned and work allocated to team members
3.2 Clear directions on tasks to be performed are given
3.3 Stocktake activities are conducted in accordance with workplace procedures
3.4 Types and causes of records discrepancies are identified
3.5 Procedures for noting and correcting minor discrepancies are used
3.6 Major discrepancies are reported in accordance with workplace procedures
3.7 Workplace documentation is completed |
| 4 Produce reports on | 4.1 Types of reports to be produced from inventory records systems |

ELEMENT	PERFORMANCE CRITERIA
record keeping and inventory functions	are identified 4.2 Reports are produced in accordance with workplace procedures and relevant regulatory requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian codes and regulations relevant to the organisation of stock control
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the use of inventory systems to organise stock control
- Focus of operation of inventory systems, equipment, management and site operating systems for the control of stock
- Principles of operation and functions of inventory systems
- Applications of different types of inventory systems and stock management approaches
- Workplace processes for records management and the production of inventory reports
- Principles of operation and functions of inventory systems
- Computer records and documentation requirements for stock control, including forms, checklists and inventory reports
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when using inventory systems to organise stock control
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the use of inventory systems for the organisation of stock control
- Complete documentation related to the use of inventory systems to organise stock control
- Work collaboratively with others when using inventory systems to organise stock control
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems when using inventory systems to organise stock control in accordance with regulatory requirements and workplace procedures

Required skills:

- Implement contingency plans for unplanned events
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Select and use relevant communications, computing and office equipment when using inventory systems to organise stock control

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace

EVIDENCE GUIDE

	procedures, regulations, codes of practice and operation manuals
Method of assessment	<ul style="list-style-type: none"> • Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: <ul style="list-style-type: none"> • through activities in an appropriately simulated environment at the registered training organisation, and/or • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	<ul style="list-style-type: none"> • in a range of work environments • by day or night
Customers may be:	<ul style="list-style-type: none"> • internal or external
Workplaces may comprise:	<ul style="list-style-type: none"> • large, medium or small worksites
Work may be conducted in:	<ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments
Goods may involve:	<ul style="list-style-type: none"> • special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Inventory systems may be:	<ul style="list-style-type: none"> • automated • manual • paper-based • computerised • microfiche
Categories or groups of products/stock may include:	<ul style="list-style-type: none"> • small parts • perishable goods • overseas export • dangerous goods

RANGE STATEMENT

The characteristics of products/stock may include:	<ul style="list-style-type: none">• refrigerated products• temperature controlled stock• fragile goods• small parts• toxicity• flammability• form• weight• size• state• perishability• fragility• security risk
Labelling systems may include:	<ul style="list-style-type: none">• batch code• bar code• identification numbering systems• serial numbers• symbols for safe handling• ADG and HAZCHEM Codes
Hazards in the work area may include:	<ul style="list-style-type: none">• chemicals• dangerous or hazardous substances• movements of equipment, goods and materials• oil or water on floor• a fire or explosion• damaged packaging or pallets• debris on floor• faulty racking• poorly stacked pallets• faulty equipment
Communication in the work area may include:	<ul style="list-style-type: none">• phone• electronic data interchange (EDI)• fax• email• internet• RF systems• oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	<ul style="list-style-type: none">• company procedures• enterprise procedures• organisational procedures• established procedures

RANGE STATEMENT

Personal protective equipment may include:

- gloves
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

Consultative processes may involve:

- other employees and supervisors
- suppliers, customers and clients
- relevant authorities and institutions
- management and union representatives
- industrial relations and OH&S specialists
- other maintenance, professional or technical staff

Information/documents may include:

- goods identification numbers and codes
- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- codes of practice and regulations relevant to the identification, handling and stacking of goods
- Australian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- emergency procedures

Applicable regulations and legislation may include:

- relevant codes and regulations for the packaging of goods
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and international dangerous goods codes
 - Australian and international explosives codes
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements

RANGE STATEMENT

- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLIA4028A Assess and monitor optimum stock levels

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to assess and monitor optimum stock levels in accordance with workplace requirements including assessing projected demand, assessing variables that impact upon optimum stock levels, determining optimum inventory levels, and monitoring optimum inventory levels. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning stock control operations.

Work is performed under general guidance on progress and outcomes of work. It requires the exercise of discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures. A range of opportunities may be used to develop the work area and to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of the organisation's goals and key performance objectives.

Work involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements when assessing and monitoring optimum stock levels as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Assess projected demand

- 1.1 Information/data from sales plan or stock movement is analysed
- 1.2 Projected high and low volume periods are determined from the analysis of sales plan and/or stock movement data
- 1.3 Seasonal nature of stock demand is determined from the analysis of sales plan and/or stock movement data
- 1.4 Required inventory levels at different production and sales cycle stages are determined from the analysis of sales plan and/or stock movement data

2 Assess variables that impact upon optimum stock levels

- 2.1 Stock manufacturing/supply and consignment delivery lead times are determined
- 2.2 Internal processing and distribution times are determined
- 2.3 Spoilage and obsolescence times are calculated (where applicable)
- 2.4 Maximum stock carrying capacity is assessed
- 2.5 Physical and human resources are assessed in relation to projected required stock levels
- 2.6 Contingencies are developed for abnormal distribution

ELEMENT	PERFORMANCE CRITERIA
	stoppages/slow-downs to supply chain
3 Determine optimum inventory levels	3.1 Production and sales cycle stages are correlated to stock manufacturing supply and distribution lead times 3.2 Safety stock levels are calculated 3.3 Optimum inventory levels are identified
4 Monitor optimum inventory levels	4.1 Inventory benchmarks are continually compared to current and known future sales turnover/production requirements 4.2 Adjustments to inventory levels are undertaken in accordance with reassessed sales turnover/production requirements, workplace procurement processes and within scope of authority 4.3 Changes and/or requests for adjustments to inventory levels are documented in accordance with workplace policies 4.4 Resources are assembled in accordance with identified optimum inventory levels

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian codes and regulations relevant to the optimisation of stock levels
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the assessment and monitoring of optimum stock levels
- Focus of operation of supply arrangements, resources, management and workplace operating systems
- Purpose and use of key information required when optimising stock levels, including supply requirements, supplier information, enterprise contract procedures, sales plan, and distribution times
- Workplace business policies and plans including procedures for maintenance of confidentiality
- Computer records/documentation requirements when assessing and monitoring optimum stock levels
- Problems that may occur when assessing and monitoring optimum stock levels and appropriate action that can be taken to resolve the problems
- Worksite layout and organisational structure

Required skills:

- Communicate effectively with others when assessing and monitoring optimum stock levels
- Read and interpret instructions, procedures, policies, procedures and instructions relevant to the assessment and monitoring of optimum stock levels
- Complete documentation related to the assessment and monitoring of optimum stock levels
- Work collaboratively with others when assessing and monitoring optimum stock levels
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions when assessing and monitoring optimum stock levels in accordance with regulatory requirements and workplace procedures
- Plan and organise resource availability including the competencies of individuals in a team or group
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and apply relevant technology, information systems and procedures when assessing and monitoring optimum stock levels

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment,

EVIDENCE GUIDE

and/or

- access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment at the registered training organisation, and/or
 - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may involve:

- twenty-four hour operation
- in a range of work environments
- by day or night

Customers may be:

- internal or external

Workplaces may comprise:

- large, medium or small worksites

Work may be conducted in:

- limited or restricted spaces
- exposed conditions
- controlled or open environments

Work:

- applies to predominantly manual operations
- does not include a total computer generated purchasing system operation

RANGE STATEMENT

Inventory benchmarks may be:	<ul style="list-style-type: none">• periodic, monthly or annual
Lead times may vary in accordance with:	<ul style="list-style-type: none">• type of transport mode(s)• processing time• regulatory requirements• freight disputations• customs regulations• scarcity of resource
Information used when assessing and monitoring optimum stock levels may include:	<ul style="list-style-type: none">• supply requirements• supplier information• workplace contract procedures• sales plan• distribution times
Consultative processes may involve:	<ul style="list-style-type: none">• other employees and supervisors• suppliers, customers and clients• relevant authorities and institutions• management and union representatives• industrial relations and OH&S specialists• other maintenance, professional or technical staff
Communication in the work area may include:	<ul style="list-style-type: none">• phone• electronic data interchange (EDI)• fax• email• internet• RF systems• oral, aural or signed communications
Inventory systems may be:	<ul style="list-style-type: none">• automated• manual• paper-based• computerised• microfiche
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	<ul style="list-style-type: none">• company procedures• enterprise procedures• organisational procedures• established procedures
Information/documents may include:	<ul style="list-style-type: none">• relevant workplace quality specifications, policies and procedures• Australian regulations and codes of practice relevant to stock management• manufacturers specifications and/or suppliers handling and

RANGE STATEMENT

Applicable regulations and legislation may include:	storage advice
	<ul style="list-style-type: none">• supplier and/or client instructions• workplace business policies and plans including procedures for maintenance of confidentiality• operations manuals, job specifications and induction documentation• ADG Code and associated regulations• material safety data sheets• relevant Australian standards and certification requirements• conditions of service, legislation and industrial agreements including award details, enterprise bargaining agreement, other industrial arrangements• emergency procedures• codes and regulations relevant to the optimisation of stock levels including the ADG Code• relevant state/territory OH&S and environmental protection legislation• licence, patent or copyright arrangements• water and road use and licence arrangements• export/import/quarantine/bond requirements• workplace relations regulations• workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field	A - Handling Cargo/Stock
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TLIA4032A Organise transport of freight or goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to organise the transport of freight or goods, including planning the transport operations, organising the transport of the freight, completing the required documentation and finalising the organisational process. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant codes of practice and regulations for the transport of freight or goods.

It is performed under general supervision, with some accountability and responsibility for self and others in achieving the prescribed outcomes.

Work involves the application of routine principles and procedures to organise the transport of freight or goods prior to shipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Plan transport operations

- 1.1 Knowledge of product to be freighted and workplace procedures are applied to the analysis of the transportation process
- 1.2 Domestic and international regulations, codes and procedures for the transport of freight are identified
- 1.3 Resources including manual handling equipment, employees competencies, storage areas, goods management equipment and transportation equipment are identified to match the task
- 1.4 Work processes are planned to meet agreed timelines
- 1.5 Types of transportation required for the freight or goods is identified to match customer requirements, freight type and delivery time
- 1.6 Multiple transport modes are identified where applicable
- 1.7 Goods transfer methods between modes of transport are selected where appropriate

2 Organise the transport of freight

- 2.1 Employees, equipment and temporary storage areas (if required) are allocated and supervised
- 2.2 Freight is secured ensuring no damage to contents
- 2.3 Handling methods suitable to the goods and transport method are selected
- 2.4 Individuals are informed of work requirements and timelines
- 2.5 Work processes are monitored to ensure that resources, both human and equipment, are maintained at productive levels and according to workplace and OH&S requirements
- 2.6 Discrepancies in freight are noted and action undertaken in accordance with workplace procedures

3 Complete organisational process

- 3.1 Monitoring processes to track the movement of freight are implemented
- 3.2 Reporting requirements are communicated to appropriate personnel

ELEMENT**PERFORMANCE CRITERIA**

3.3 Workplace documents and records are checked for completion and are filed/stored in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Codes of practice and legislative requirements relevant to the organisation of the transport of freight and goods
- Relevant OH&S and environmental procedures and regulations
- Procedures for the calculation/estimation of weight, volumes and dimensions
- Procedures for the identification and evaluation of information needed to facilitate the transport of freight
- Procedures for assessing storage and transport requirements and options
- Procedures for electing transport/storage equipment and systems
- Procedures for organising any required permits
- Procedures for coordinating the transfer and storage of goods including multi-modal transport
- Procedures for the completion of transport documentation
- Problems that may occur when organising the transport of freight and goods and appropriate action that can be taken
- Sources of information and documentation needed when organising the transport of freight and goods
- Customer service policies and procedures

Required skills:

- Communicate effectively with others when organising the transport of freight and goods
- Read and interpret instructions, procedures and labels relevant to the organisation of the transport of freight and goods
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the organisation of the transport of freight and goods
- Work collaboratively with others when organising the transport of freight and goods
- Establish effective working relationships with colleagues and clients
- Plan own work including prioritisation of work activities, predicting consequences and

Required skills:

identifying improvements

- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise during the organisation of the transport of freight and goods in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and use communication, computers and systems required for the organisation of the transport of freight and goods
- Operate and adapt to differences in equipment in accordance with standard operating procedures

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures
 - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational

EVIDENCE GUIDE

	<p>situations in the workplace</p> <ul style="list-style-type: none"> • In both real and simulated environments, access is required to: <ul style="list-style-type: none"> • relevant and appropriate materials and equipment, and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	<ul style="list-style-type: none"> • Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: <ul style="list-style-type: none"> • through activities in an appropriately simulated environment at the registered training organisation, and/or • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Organisation of the transport of freight/goods may include movement of:	<ul style="list-style-type: none"> • goods • equipment • materials • vehicular traffic
Customers may be:	<ul style="list-style-type: none"> • internal or external
Operations may be conducted:	<ul style="list-style-type: none"> • by day or night
Freight/goods to be transported may include:	<ul style="list-style-type: none"> • dangerous, hazardous, perishable, fragile, packaged goods • in liquid or solid form
Storage areas may be:	<ul style="list-style-type: none"> • existing, temporary or permanent
Transport modes may include:	<ul style="list-style-type: none"> • road, air, rail, sea or combinations
Information needed to facilitate	<ul style="list-style-type: none"> • type, capacity and compatibility of freight/goods

RANGE STATEMENT

the organisation of the transport of freight/goods may include:

- agreed delivery times and routing schedules
- pick-up and drop-off points
- specified mode of transport
- agreed cost structure

Requirements for work may include:

- site restrictions and procedures
- use of safety and personal protective equipment
- communications equipment
- specialised lifting and/or handling equipment
- incident/accident breakdown procedures
- authorities and permits
- hours of operations
- noise restrictions
- additional gear and equipment
- Australian standards and guidelines for manual handling

Hazards may include:

- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- dust/vapours
- spills, leakages, ruptures
- service lines

Consultative processes may involve:

- other employees and supervisors
- suppliers, potential customers and clients
- relevant authorities and institutions
- management and union representatives
- industrial relations and OH&S specialists
- other maintenance, professional or technical staff

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Information/documents may include:

- Australian and international codes of practice and regulations relevant to the transport of freight
- operations manuals, job specifications and procedures and induction documentation
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- competency standards and training materials
- manufacturers/client specifications, instructions

RANGE STATEMENT

Applicable procedures and codes may include:

- workplace operating procedures and policies
- supplier and/or client instructions
- Australian and International standards, criteria and certification requirements
- communications technology equipment, oral, aural or signed communications
- quality assurance procedures
- emergency procedures
- relevant regulations for the import and export of cargo
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes
- Australian and international standards and certification requirements
- international transport regulations, codes and procedures
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

TLID1002A Shift a load using manually-operated equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using manually-operated mechanical equipment. It includes assessing the risks associated with relocating the load, planning the relocation process, carrying out the relocation with the aid of the equipment in accordance with the plan, and refurbishing equipment and worksite. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the shifting and movement of loads using manually-operated equipment.

Work is performed under some supervision generally within a team environment. It involves the application of the basic principles for the safe shifting of loads using manually-operated equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Assess risks associated with the relocation of the load

- 1.1 Products, goods or materials to be relocated are identified and assessed for the appropriate method of relocation
- 1.2 Location for storage is determined
- 1.3 Routes to be followed are identified
- 1.4 Points of balance are estimated
- 1.5 Effect of moving contents which may be loose, liquid, dangerous or hazardous are considered
- 1.6 Potential risks in route(s) which may be followed are considered
- 1.7 Lifting equipment to minimise potential risks is identified
- 1.8 Appropriate personal protective equipment is worn
- 1.9 Tools, load shifting equipment and other materials are selected, checked for serviceability and any defects are reported to the supervisor

2 Plan load relocation

- 2.1 Load is examined to determine condition, length, bulk, weight
- 2.2 Load shifting equipment is selected in accordance with workplace procedures
- 2.3 Safe procedures for using lifting equipment are identified, including the calculation of Safe Working Load (SWL) and/or Working Load Limit (WLL) for weight of goods to be moved
- 2.4 Process for relocating load is proposed including predicting and planning for potential difficulties
- 2.5 Proposed process is checked against relevant code of practice and workplace procedures for compliance
- 2.6 Lifting equipment and accessories are checked for safe operation in accordance with manufacturers instructions and workplace procedures
- 2.7 Personal protective equipment is selected and worn in accordance with OH&S requirements

ELEMENT	PERFORMANCE CRITERIA
3 Relocate load	<ul style="list-style-type: none">3.1 Any unsafe equipment is reported to appropriate personnel in accordance with workplace procedures3.2 Load is broken down, where applicable, to allow handling and moving a number of single items to ensure the maximum weight of 500 kg is not exceeded3.3 Mechanical aids and field machines are constructed, when required, by the approved shifting method, so that the load can be shifted in accordance with job instructions3.4 Safe working limits for lifting equipment are identified and maintained3.5 Planned process and route are followed using equipment within necessary range of limitations3.6 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability3.7 Relocation is checked to see that it meets work requirements, and any variances are reported
4 Refurbish equipment and worksite	<ul style="list-style-type: none">4.1 Site is cleaned and cleared of debris and unwanted material4.2 Field machines, tools and equipment are cleaned, inspected, serviced, maintained and stored in accordance with standard procedures4.3 Documentation is completed in accordance with standard procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant OH&S procedures and guidelines concerning the use of manually-operated equipment to shift loads
- Risks when using manually-operated equipment to shift loads, and related precautions to control the risk
- Workplace procedures and policies for the shifting of goods and materials using manually-operated equipment
- Problems that may arise when using manually-operated equipment to shift loads, and actions that should be taken to prevent or solve them
- Housekeeping standards procedures required in the workplace

REQUIRED KNOWLEDGE AND SKILLS

- Site layout and obstacles
- Relevant knots and lashings to use
- Method for splicing and maintaining cordage and SWR
- Relevant slings and securing devices to use

Required skills:

- Communicate effectively with others when using manually-operated equipment to shift loads
- Read and interpret instructions, procedures, information and signs relevant to the shifting of loads using manually-operated equipment
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Work collaboratively with others when using manually-operated equipment to shift loads
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when using manually-operated equipment to shift loads in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the shifting of loads using manually-operated equipment
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

EVIDENCE GUIDE

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

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - applying the underpinning knowledge and skills
 - identifying load limits for lifting
 - relocating a load safely
 - identifying manual operating equipment and their capabilities
 - identifying faults and deficiencies and taking action to rectify problems

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
- Practical assessment must occur:
 - through activities in an appropriately simulated environment, and/or
 - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

RANGE STATEMENT

environments and situations that may affect performance.

The shifting operations may be conducted:

- in a range of work environments
- by day or night
- under all weather conditions
- in a range of terrain, soil, vegetation

Customers may be:

- internal or external

Workplaces may comprise:

- large, medium or small worksites

Work may be conducted in:

- restricted spaces
- exposed conditions
- controlled or open environments

Materials to be shifted may include:

- goods
- equipment and tools
- cleaning materials
- components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc.
- materials used in the course of work such as drums of fuel, raw materials, packaging, etc.

Loads to be shifted may be:

- irregularly shaped
- packaged or unpackaged
- labelled or unlabelled
- palletted or unpalletted

Hazards in the work area may include exposure to:

- chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials

Personnel in the work area may include:

- workplace personnel
- site visitors
- contractors
- official representatives

Manually-operated equipment may include:

- pallet jack
- hand trolley
- electric manual handling equipment
- straps
- slings
- chain blocks
- gins
- derricks
- incline planes
- chain blocks

RANGE STATEMENT

Communication in the work area may include:	<ul style="list-style-type: none">• sheers• phone• electronic data interchange (EDI)• fax• email• internet• radio• oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	<ul style="list-style-type: none">• company procedures• enterprise procedures• organisational procedures• established procedures
Personal protective equipment may include:	<ul style="list-style-type: none">• gloves• safety headwear and footwear• safety glasses• two-way radios• high visibility clothing
Measuring aids and field machines may include:	<ul style="list-style-type: none">• mechanical strapping equipment• gins, sheers, and derricks• block and tackle, pulleys• hand operated winches• jacks• improvised methods such as Spanish windlass and par buckles• use of expedient materials such as materials obtained on the job from resources available in the local environment
Information/documents may include:	<ul style="list-style-type: none">• goods identification numbers and codes• manifests, bar codes, goods and container identification• manufacturers instructions concerning the use and servicing of manually-operated load shifting equipment• workplace procedures and policies• supplier and/or client instructions• material safety data sheets• codes of practice including the National Standards for Manual Handling and the Industry Safety Code• relevant legislation, regulations and related documentation• award, enterprise bargaining agreement, other industrial arrangements• standards and certification requirements• quality assurance procedures

RANGE STATEMENT

Applicable regulations and legislation may include:

- emergency procedures
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- workplace relations regulations
- workers compensation regulations
- licence, patent or copyright arrangements
- dangerous goods and air freight regulations
- export/import/quarantine/bond requirements
- marine orders

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

D - Load Handling

TLID2003A Handle dangerous goods/hazardous substances

Modification History

Release 2. This is the second release of this unit in the TLI10 Transport and Logistics Training Package Version 4.0.

Minor change to Range Statement 'Requirements for work'.

This release is equivalent to the previous release.

Unit Descriptor

This unit involves the skills and knowledge required to handle dangerous goods and hazardous substances, including identifying requirements for working with dangerous goods and/or hazardous substances; confirming site incident procedures; and selecting handling techniques. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

This unit covers anyone working in the transport, warehousing, distribution and storage industries who may handle dangerous goods and/or hazardous substances.

Work must be carried out in compliance with the relevant OH&S regulations concerning the safe handling of dangerous goods and hazardous substances.

Work is performed under general supervision. It involves the application of the codes of practice and established procedures for the safe handling of dangerous goods and hazardous substances.

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Nil.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | |
|---|---|
| 1 Identify requirements for working with dangerous goods and/or hazardous substances | <p>1.1 Dangerous goods and/or hazardous substances are identified from information including class labels, manifests and other documentation</p> <p>1.2 Storage requirements for hazardous substances and/or dangerous goods are identified and applied</p> <p>1.3 Legislative requirements for hazardous substances and/or dangerous goods are known and used to plan work activities</p> <p>1.4 Handling procedures for different classes and characteristics of goods are observed</p> <p>1.5 Confirmation is sought from relevant personnel where dangerous goods or hazardous materials do not appear to be appropriately marked</p> |
| 2 Confirm site incident procedures | <p>2.1 Incident reporting processes are identified</p> <p>2.2 Emergency equipment is located and checked according to workplace procedures and statutory regulations</p> <p>2.3 Emergency procedures are identified and confirmed</p> |
| 3 Select handling techniques | <p>3.1 Load handling and shifting procedures are selected in accordance with identified requirements for particular goods</p> <p>3.2 Handling equipment is checked for conformity with workplace requirements and manufacturers guidelines</p> <p>3.3 Where relevant, suitable signage is checked for compliance with workplace procedures</p> |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- All relevant regulations and codes concerning the handling of dangerous goods and hazardous substances
- Application of relevant aspects of current Australian Dangerous Goods Code and relevant Australian Standards
- Permit and licence requirements
- Workplace procedures for handling and storing dangerous goods/hazardous substances
- Problems that may arise during the handling of dangerous goods and hazardous substances and actions that should be taken to prevent or solve them
- Risks when handling dangerous goods and hazardous substances and related precautions to control the risk
- Equipment applications, capacities, configurations, safety hazards and control mechanisms
- Housekeeping standards procedures required in the workplace

Required skills:

- Communicate effectively with others when handling dangerous goods and hazardous substances
- Read and interpret instructions, procedures, regulations, information and signs relevant to the handling of dangerous goods and hazardous substances
- Identify containers and goods coding, markings and, where applicable, emergency information panels for the mode of transport storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when handling dangerous goods and hazardous substances
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when handling dangerous goods and hazardous substances in accordance with regulatory requirements and workplace procedures
- Plan own work including predicting consequences and identifying improvements
- Implement contingency plans for unanticipated situations that may arise when handling dangerous goods and hazardous substances
- Recognise hazards and apply precautions and required action to minimise, control or eliminate hazards that may exist during the handling of dangerous goods and hazardous substances
- Monitor work activities in terms of planned schedule

Required skills:

- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of :

- identifying dangerous goods/hazardous substances (from labels, IMDG markings, HAZCHEM signs and other relevant identification criteria)
- identifying and selecting the safety requirements for handling dangerous goods/hazardous substances
- maintaining workplace records and documentation
- determining (any) required permits
- identifying job and site hazards and planning work to minimise risks
- selecting appropriate equipment and work systems including personal protection equipment
- estimating weight and dimensions of load and any special requirements
- identifying and assessing handling and storage precautions and requirements for dangerous goods/hazardous substances

Context of and specific resources for assessment

Performance is demonstrated consistently over a period of time and in a suitable range of contexts.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or

- access to an appropriate range of relevant operational situations in the workplace.

In both real and simulated environments, access is required to:

- relevant and appropriate materials and equipment, and
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

Assessment of this unit must be undertaken by a registered training organisation.

As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests.

Practical assessment must occur:

- through activities in an appropriately simulated environment at the registered training organisation, and/or
- in an appropriate range of situations in the workplace.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The dangerous goods may be handled in a range of work environments by day or night and may be:

- for short-term storage
- for long-term storage
- in transit

Customers may be:

- internal or external

Workplace environment may include:

- movement of equipment
- movement of goods
- materials and vehicular traffic

Requirements for work may include:

- site restrictions and procedures
- use of safety and personal protective equipment
- communications equipment
- specialised lifting and/or handling equipment
- incident breakdown procedures
- authorities and permits
- hours of operations
- noise restrictions
- additional gear and equipment
- segregation procedures

RANGE STATEMENT

Hazards may include:	<ul style="list-style-type: none">• emergency procedures, including response to spillage/leaks, evacuation and firefighting• hazardous or dangerous materials• contamination of, or from, materials being handled• noise, light, energy sources• stationary and moving machinery, parts or components• service lines• spills, leakages, ruptures• fire or ignition• dust/vapours
Hazard management is:	<ul style="list-style-type: none">• consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
Consultative processes may involve:	<ul style="list-style-type: none">• other employees and supervisors• suppliers, potential customers and existing clients• representatives of regulatory authorities with jurisdiction over OH&S, dangerous goods and hazardous substances• management and union representatives• industrial relations and OH&S specialists• other maintenance, professional or technical staff
Personnel in the work area may include:	<ul style="list-style-type: none">• workplace personnel• site visitors• contractors• official representatives
Identification of goods may be from:	<ul style="list-style-type: none">• material safety data sheets• packaging labels• manifests• stock lists• HAZCHEM interpretative advice
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	<ul style="list-style-type: none">• company procedures• enterprise procedures• organisational procedures• established procedures
Personal protective equipment may include:	<ul style="list-style-type: none">• gloves• safety headwear and footwear• safety glasses• mask and respirator• protective clothing• breathing apparatus

RANGE STATEMENT

Information/documents may include:

- goods identification numbers and codes
- manifests, stock lists, packaging labels, bar codes, stock lists
- goods and container identification
- workplace procedures and policies concerning the handling of dangerous goods and hazardous substances
- supplier and/or client instructions
- material safety data sheets (MSDS)
- current Australian Dangerous Goods Code
- HAZCHEM interpretative advice
- relevant legislation, codes, regulations and related documentation concerning the handling of dangerous goods and hazardous substances
- award, enterprise bargaining agreement, other industrial arrangements
- standards and certification requirements
- quality assurance procedures
- emergency procedures pertaining to dangerous goods and hazardous substances

Applicable regulations and legislation may include:

- relevant Australian and state/territory regulations relating to the handling of dangerous goods and hazardous substances
- current Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes
- all relevant Australian Standards
- relevant state/territory OH&S legislation
- workplace relations regulations
- equal employment opportunity and affirmative action legislation
- equal opportunity legislation
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable.

Competency Field

D - Load Handling

TLILIC2001A Licence to operate a forklift truck

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit specifies the outcomes required for the operation of a powered industrial truck equipped with a mast and an elevating load carriage to which is attached a pair of fork arms or other attachment, for licensing purposes. This definition also includes a truck on which the operator is raised with the attachment for order-picking.
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Application of the Unit

Application of the Unit	<p>THIS UNIT REQUIRES THE OPERATOR TO BE ABLE PLAN THE WORK, CONDUCT ROUTINE CHECKS ON THE FORKLIFT, SHIFT LOADS IN A SAFE MANNER, AND SHUT DOWN AND SECURE THE EQUIPMENT AFTER THE COMPLETION OF OPERATIONS.</p> <p>This unit is based on the National Standard for Licensing Persons Performing High Risk Work.</p> <p>This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT <i>Elements describe the essential outcomes of a unit of competency.</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1. Plan work	1.1 Potential workplace <i>hazards</i> are identified 1.2 <i>Hazard control measures</i> are identified consistent with <i>appropriate standards</i> to ensure the safety of personnel and equipment 1.3 Appropriate <i>forklift</i> truck is selected according to the load and workplace conditions 1.4 Working area is inspected to determine appropriate path of movement for loads and forklift truck 1.5 <i>Communication methods</i> are identified according to <i>procedures</i>
2. Conduct routine checks	2.1 Forklift is visually checked for any damage or defects 2.2 All <i>signage and labels</i> are visible and legible according to the <i>appropriate standard</i> 2.3 All controls are located and identified 2.4 <i>Pre-start operational checks</i> are carried out according to <i>procedures</i> 2.5 <i>Forklift</i> is started according to <i>procedures</i> and checked for any abnormal noise 2.6 <i>Post-start operational checks</i> are carried out according to <i>procedures</i> 2.7 All forklift functions and safety devices are tested to their maximum according to <i>procedures</i>

	2.8 Defects and damage are reported and recorded according to procedures , and appropriate action is taken
3. Shift load	<p>3.1 The weight of load is assessed to ensure compliance with forklift truck data plate specifications</p> <p>3.2 Appropriate hazard prevention/control measures are implemented and communicated with personnel in the work area</p> <p>3.3 Forklift is operated at a safe speed and according to procedures</p> <p>3.4 Loads are moved and placed to ensure stability of material and avoidance of hazards</p> <p>3.5 Load movement is monitored constantly ensuring safety to personnel and load, and structural stability</p> <p>3.6 Unplanned and/or unsafe situations are responded to in line with procedures</p>
4. Shut down and secure forklift truck	<p>4.1 Forklift truck is parked to avoid hazards</p> <p>4.2 Forklift is shut down according to procedures</p> <p>4.3 Routine post-operational forklift checks are carried out according to procedures</p> <p>4.4 Forklift is secured to prevent unauthorised access/use</p> <p>4.5 All defects and damage are reported and recorded according to procedures, and appropriate action is taken</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Accurately interpret information relating to conducting forklift truck operations (e.g. procedures)
- Safely conduct forklift truck operations including all functions to the maximum height and load capacity
- Identify hazards associated with the operation of the forklift truck, assess risks and put into place effective hazard prevention/control measures for those hazards identified
- Use communication skills at a level sufficient to communicate with other site personnel (e.g. receive and interpret work instructions, safety information, emergency procedures)

REQUIRED SKILLS AND KNOWLEDGE

- Drive forklift with load in forward and reverse, maintaining visibility
- Verify problems and equipment faults and demonstrate appropriate response procedures

Required knowledge:

- Methodology of determining the weight of a load
- Commonwealth, state or territory OH&S legislation, standards relevant to the safe operation for the forklift trucks
- Understanding of forklift characteristics and capabilities (including use of load data plates)
- Understanding of the hierarchy of hazard identification and control
- Organisational and workplace standards, requirements, policies and procedures for conducting operations for the crane class
- Procedures for the recording, reporting and maintenance of workplace records and information
- Forklift truck operations and safe operating techniques
- Typical routine problems encountered in the operation of the crane and equipment and adjustments required for correction

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, the range statement and the assessment guidelines for the Training Package.

Overview of assessment

- Successful assessment of this unit meets the competency requirement of the National Standard for Licensing Persons Performing High Risk Work.
- State/territory OH&S regulators have mandated the use of Assessment Instruments and Instructions for Assessment for this unit which have been endorsed by the national body responsible for OH&S matters.

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

- Compliance with OH&S licensing legislation.
- Communicate and work safely with others in the work area.
- Identify hazards associated with the operation of the forklift truck and put in place effective hazard controls for those hazards identified.

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • Conduct pre-start-up, operational, moving loads and shut down and secure checks of the forklift truck according to procedures. • Operate the forklift truck and move loads safely, including driving and manoeuvring, picking up and placing of loads at various stack heights. • Drive forklift truck with load in forward and reverse, maintaining visibility.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • Assessment of the safe application of knowledge and skills to workplace tasks (performance) must be undertaken using the endorsed Assessment Instrument. • Assessment of performance must be undertaken either in the workplace or in a realistically simulated workplace setting. • Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints. • Applicants must have access to: <ul style="list-style-type: none"> • Personal Protective Equipment (PPE) for the purpose of the Performance Assessment • associated equipment appropriate to forklift truck operations • suitable loads as described by the endorsed Assessment Instrument • manufacturers specifications • appropriate forklift truck in a safe condition.
Method of assessment	<ul style="list-style-type: none"> • Assessment must be conducted using the endorsed Assessment Instrument. These Instruments provide instruction on their application. • The use of 'simulators' in the assessment of this unit of competency is not acceptable. • Assessment may be in conjunction with the assessment of other units of competency. • Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
Guidance information for	<ul style="list-style-type: none"> • Further information about endorsed Assessment Instruments may be obtained from state/territory

EVIDENCE GUIDE**assessment**

OH&S regulators.

Range Statement**RANGE STATEMENT**

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.

Hazards

May include but not limited to:

- ground conditions (e.g. condition of pavement, slopes)
- overhead hazards (e.g. powerlines, service pipes)
- insufficient lighting
- traffic (e.g. pedestrians, vehicles, other plant)
- weather (e.g. wind, lightning, rain)
- forklift instability (e.g. overloading, poor load placement, irregular loads)
- other hazards (e.g. dangerous materials)

Hazard control measures

Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls

It includes the application of the hierarchy of control, the six-step preference of control measures to manage and control risk:

- 1 elimination
- 2 substitution
- 3 isolation
- 4 engineering control measures
- 5 using safe work practices
- 6 personal protective equipment

Appropriate standards

May include but not limited to:

- legislation
- Australian standards
- manufacturer's specifications
- industry standards (where applicable)

RANGE STATEMENT	
Forklift truck	May include but not be limited to: <ul style="list-style-type: none">• counterbalanced• reach trucks• rough terrain• internal combustion petrol, diesel, gas• electric
Communications methods	May include but not limited to: <ul style="list-style-type: none">• verbal and non-verbal language• written instructions• signage• hand signals• listening• questioning to confirm understanding• appropriate worksite protocol
Procedures	May include but not limited to: <ul style="list-style-type: none">• manufacturer's guidelines (instructions, specifications or checklists)• industry operating procedures• workplace procedures (work instructions, operating procedures, checklists)
Pre-start operational checks	May include but not limited to: <ul style="list-style-type: none">• safety devices fitted where appropriate• forklift data plate fitted and interpreted• logbook, handbook or operating manuals available• external visual check including, evidence of damage, leaks, visual evidence of structural weaknesses (including paint separation or stressed welds) is carried out• forklift attachment is checked for security• approved modifications and/or attachments fitted to manufacturer's specifications (e.g. as per forklift or attachment data plate) are identified• checks for adaptations or modifications outside manufacturer's specifications (e.g. not listed on the forklift or attachment data plate) are carried out• maintenance logbook/records checked

RANGE STATEMENT	
Post-start operational checks	<p>May include checks of the forklift truck and equipment after start-up to ensure:</p> <ul style="list-style-type: none"> • hazard warning systems (for example lights and horns), are functional • attachment movements and control functions are smooth and comply with operating requirements • steering, transmission and brake functions comply with operating requirements
Hazard prevention/control measures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • barricades and traffic control • safety tags on electrical switches/isolators • insulated powerlines • safety observer used inside exclusion zone • disconnected power • pedestrian control (barricades, signs, etc.) • excavation safeguards • movement of obstructions • personal protective equipment • adequate illumination
Unplanned and/or unsafe situations	<p>May include but not limited:</p> <ul style="list-style-type: none"> • failure/loss of control (e.g. brakes and steering) • failure of equipment (e.g. hydraulic system) • environmental condition
Shut down	<p>May include, but is not limited to:</p> <ul style="list-style-type: none"> • parking in a suitable location away from dangerous areas • fork arms are correctly positioned (tips down, tilted forward, lowered to ground) • appropriate transmission/gear is selected for parking (relevant to transmission type) • hand/parking brake is applied • engine power is turned off • ignition key is removed (if applicable) • LPG gas cylinder valve is shut off (where fitted) • securing equipment against unauthorised operation • securing the site • ensuring access ways are clear • identifying and segregating defective equipment

RANGE STATEMENT	
	<ul style="list-style-type: none">and reporting to authorised personnelbatteries are connected to the charger (if applicable)

Unit Sector(s)

Not Applicable

UEENEEH166A Troubleshoot microcontroller based hardware systems

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

1) Scope:

1.1) Descriptor

This unit covers determining correct operation of microcontroller systems. It encompasses working safely, problem solving procedures, providing solutions derived from measurements and calculations to predictable faults in microcontroller hardware.

Application of the Unit

Application of the Unit 2)

This unit is intended for competency development entry-level employment based programs incorporated in approved contracts of training or approved training programs. It may also used to augment formally acquired competencies.

This unit is intended for competency development entry-level employment based programs incorporated in approved contracts of training or approved training programs. It is intended to apply to any formal recognition for this standard at the aligned AQF 3 level or higher.

Licensing/Regulatory Information

License to practice 3)

The skills and knowledge described in this unit do not

License to practice**3)**

require a license to practice in the workplace provided equipment is not connected to installation wiring at voltage above 50 V a.c. or 120 V d.c. However other conditions may apply in some States/Territories subject to regulations related to electrical work.

Practice in the workplace and during training is also subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Note:

1. Compliance with permits may be required in various jurisdictions and typically relates to the operation of plant, machinery and equipment such as elevating work platforms, powder operated fixing tools, power operated tools, vehicles, road signage and traffic control, lifting equipment and the like. Permits may also be required for some work environments such as confined spaces, working aloft, near live electrical apparatus and site rehabilitation.

2. Compliance may be required in various jurisdictions relating to currency in First Aid, confined space, lifting and risk safety measures.

Pre-Requisites**Prerequisite Unit(s)****4)****Competencies****4.1)**

There are no prerequisite competencies for this unit.

Literacy and numeracy skills**4.2)**

Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading 5 Writing 5 Numeracy 5

Employability Skills Information

Employability Skills 5)

This unit contains Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a competency standard unit

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Prepare to work on microcontroller hardware	1.1	OHS procedures for a given work area are obtained and understood.
	1.2	OHS risk control work preparation measures and procedures are followed.
	1.3	The nature of microcontroller hardware problems is obtained from documentation or from work supervisor to establish the scope of work to be undertaken.
	1.4	Advice is sought from the work supervisor to ensure the work is co-ordinated effectively with others.

ELEMENT	PERFORMANCE CRITERIA
	1.5 Sources of materials that may be required for the work are established in accordance with established procedures.
	1.6 Tools, equipment and testing devices needed to carry out the work are obtained and checked for correct operation and safety.
2 Solve microcontroller hardware and firmware problems	2.1 OHS risk control work measures and procedures are followed.
	2.2 The need to test or measure live is determined in strict accordance with OHS requirements and when necessary conducted within established safety procedures.
	2.3 Circuits are checked as being isolated where necessary in strict accordance OHS requirements and procedures.
	2.4 Established methods are used to solve problems from measured and calculated values as they apply to microcontroller hardware.
	2.5 Unexpected situations are dealt with safely and with the approval of an authorised person.
	2.6 Problems are solved without unnecessary damage to apparatus, circuits, the surrounding environment or services and using sustainable energy practices.
3 Complete work and document problem solving activities	3.1 OHS work completion risk control measures and procedures are followed.
	3.2 Work site is cleaned and made safe in accordance with established procedures.
	3.3 Justification for solutions used to solve circuit problems is documented.
	3.4 Work completion is documented and an appropriate person or persons notified in accordance with established procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

8) Evidence shall show that knowledge has been acquired of safe working practices and fault finding microcontroller based hardware.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-EH166A

Microcontroller based system troubleshooting

Evidence shall show an understanding of microcontroller-based systems troubleshooting, applying safe working practices and relevant Standards, Codes and Regulations to an extent indicated by the following aspects:

T1. Microcontroller systems overview

- Digital Systems Concepts Associated with Microcontroller based systems.
- Microcontroller architecture
- Microcontroller System block diagram
- Microcontroller manufacturers

T2. Program storage types

- Software
- Memory Terminology Hardware
- Secondary Memory and Usage

T3. Data storage types

- ROM
- RAM
- FLASH
- EEPROM

T4. I/O Ports: analogue/ digital

- Ports
- Interfacing with I/O devices (e.g. switches, LEDs, DC motors, LDRs, etc)

T5. Integrated Peripherals: timers, interrupts etc

- Introduction to timers/counters
- Introduction to interrupts

T6. Control circuitry: system clock, reset etc

- System clock circuitry
- Reset circuit
- Communication circuitry (e.g. serial port, etc)

REQUIRED SKILLS AND KNOWLEDGE

T7. Writing, testing and debugging code (eg. Micro controller instruction set)

- Addressing modes
- Using an industry standard programming environment to develop code

T8. Electronic fault finding techniques

- Fault identification techniques
- Test equipment, safe operating procedure, application and in circuit connection.

T9. Methods:

- Visual inspection
- Sectional testing
- Split-half tests
- Component isolation
- Dealing with intermittent faults

Evidence Guide

EVIDENCE GUIDE

9) The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. .

The Evidence Guide forms an integral part of this unit. It must be used in conjunction with all parts of the unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the Industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it must include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accord with industry and

regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material rries risk in deeming a person competent. Sources of evidence need to be 'rich' in nature to minimise error in judgment.

Activities associated with normal everyday work influence decisions about how/how much the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

**Critical aspects
of evidence
required to
demonstrate
competency in
this unit**

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each Element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines – UEE11'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
 - Implement Occupational Health and Safety workplace procedures and practices, including the use of risk control measures as specified in the performance criteria and range statement
 - Apply sustainable energy principles and practices as

- specified in the performance criteria and range statement
- Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
 - Demonstrate an appropriate level of skills enabling employment
 - Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
 - Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Fault find Microcontroller based hardware as described in 8) and including:
 - a. Using methodical problem solving methods.
 - b. Taking measurements correctly and accurately.
 - c. Calculating parameters correctly and accurately.
 - d. Providing solution to microcontroller component/circuit problems.
 - e. Providing written justification for the solutions to problems.
 - f. Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items.

Note:

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified.

**Context of and
specific
resources for
assessment** **9.3)**

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to fault finding Microcontroller based hardware.

Method of assessment

9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the industry to which this unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

Concurrent assessment and relationship with other units

9.5)

For optimisation of training and assessment effort, competency development in this unit may be arranged concurrently with unit:

Repairs basic electronic apparatus faults by replacement of components

Troubleshoot digital sub-systems

Troubleshoot amplifiers in an electronic apparatus

Find and repair microwave amplifier section faults in electronic apparatus

Range Statement

RANGE STATEMENT

10) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit shall be demonstrated in relation to solving at least two of the following types of microcontroller hardware problems.

- Determining the operating parameters of an existing circuit
- Alternating an existing circuit to comply with specified operating parameters
- Developing circuits to comply with a specified function and operating parameters

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not applicable.

Competency Field

Competency Field	11)
	Electronics

MSF Furnishing Training Package

Modification History

Release	Release date	Comment
Release 1.2	17 March 2014	<p>ISC Upgrades</p> <ul style="list-style-type: none"> Data transfer corrections for: <ul style="list-style-type: none"> MSFGN3002 - Assessment Requirements reinstated MSFFF2005 - Performance Evidence reinstated MSFID6009 - Prerequisite unit reinstated Data transfer corrections to unit mapping for: <ul style="list-style-type: none"> MSFFT4009 MSFFM3013 Correction to unit title for: <ul style="list-style-type: none"> MSFGG3020 Eight qualifications amended: <ul style="list-style-type: none"> MSF20113 - two (2) unit titles corrected MSF20313 - one (1) unit title corrected MSF20413 - one (1) unit title corrected MSF30413 - two (2) unit codes and two (2) unit titles corrected MSF30813 - two (2) unit titles corrected MSF31113 - one (1) unit title corrected MSF40413 - one (1) unit title corrected and prerequisite unit reinstated in elective group MSF60113 - one (1) unit title corrected <p>For full details of changes refer to mapping information in the MSF Furnishing Training Package Implementation Guide</p> <p>http://www.mskills.com.au/training-packages/furnishing</p>
Release 1.1	22 January 2014	<p>ISC Upgrade</p> <ul style="list-style-type: none"> Data transfer corrections to unit mapping for: <ul style="list-style-type: none"> MSFCP2003 MSFFL2023

		<ul style="list-style-type: none"> • MSFFL2025 <p>Refer to units for details</p> <ul style="list-style-type: none"> • Two qualifications amended: <ul style="list-style-type: none"> • MSF30413 - two (2) unit titles corrected • MSF30813 - one (1) imported elective unit updated • Two (2) new Skill Sets • One (1) new imported unit for inclusion in a Skill Set - MSAPMOHS300A • One (1) superseded imported unit replaced - CPCCCO3046A <p>For full details of changes refer to mapping information in the MSF Furnishing Training Package Implementation Guide</p> <p>http://mskills.com.au/training-packages/furnishing</p>
Release 1	10 December 2013	Initial release

Credit Arrangements

At the time of endorsement of the MSF Furnishing Training Package no national credit arrangements with higher education institutions exists.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>

MSFSS00001 Piano Tuning Skill Set

Modification History

Release 1 - New Skill Set

Description

Not applicable.

Pathways Information

Units from within this Skill Set can contribute to MSF31213 Certificate III in Piano Technology

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

MSFPT3008	Apply piano tuning theory and basic acoustics
MSFPT3009	Develop control of tuning hammers
MSFPT3010	Pitch raise a piano
MSFPT3011	Tune unisons aurally to a beatless condition
MSFPT3012	Tune octaves aurally to appropriate stretch
MSFPT3013	Tune a temperament octave to produce an equally tempered scale
MSFPT3014	Tune a piano aurally and electronically within time and accuracy constraints
MSFPT3015	Voice a piano
MSFPT3016	Provide advice to customers on piano tuning and repair

Target Group

This Skill Set is for people who tune upright and grand pianos professionally.

Suggested words for Statement of Attainment

These units of competency from the MSF Furnishing Training Package meet the industry requirements for professional upright and grand piano tuning.

Custom Content Section

Not applicable.

MSFSS00002 Insulating Glass Unit Manufacturing Skill Set

Modification History

Release 1 - New Skill Set

Description

Not applicable.

Pathways Information

This Skill Set can only be achieved after completion of MSF30413 Certificate III in Glass and Glazing, or equivalent qualification at a similar qualification level.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

MSAPMOHS300A	Facilitate the implementation of OHS for a work group
MSFGG3001	Store and handle glass
MSFGG3005	Process glass by semi-automatic machines
MSFGG3006	Process glass by automatic machines
MSFGG3013	Set up and operate insulated glass unit (IGU) manufacturing equipment
MSS402051A	Apply quality standards

Target Group

People currently employed, or future employees, engaged in the manufacture of insulating glazing units (also known as double glazing units).

Suggested words for Statement of Attainment

These competencies from the MSF30413 Certificate III in Glass and Glazing meet the minimum industry requirements for the manufacture of insulating glazing units as defined in AS/NZS4666.

Custom Content Section

Not applicable.

MSFSS00003 Insulating Glass Unit Fabricator/Installer Skill Set

Modification History

Release 1 - New Skill Set

Description

Not applicable.

Pathways Information

This Skill Set can only be achieved after completion of MSF30413 Certificate III in Glass and Glazing.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

MSFGG2009 Fabricate and assemble frames

MSFGG3001 Store and handle glass

MSFGG3016 Fabricate and install residential windows and doors

MSFGG3017 Fabricate and install commercial glazing

MSS402051A Apply quality standards

Target Group

People currently employed, or future employees, engaged in the fabrication and installation of insulating glazing units (commonly known as double glazing units).

Suggested words for Statement of Attainment

These competencies from the MSF30413 Certificate III in Glass and Glazing meet the minimum industry requirements for the fabrication and installation of insulating glazing units as defined in AS/NZS4666.

Custom Content Section

Not applicable.