



**Australian Government**

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

# **LMFBA1001A Construct a basic roll up blind**

**Revision Number: 1**

## LMFBA1001A Construct a basic roll up blind

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit specifies the outcomes required to construct a basic roll up blind
------------------------	--

### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to the skills and knowledge required to construct a basic blind ready for installation. The unit applies in a workplace environment and may be conducted in small to large scale enterprises.</p> <p>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.</p>
--------------------------------	--

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>	Nil	

## Employability Skills Information

<b>Employability skills</b>	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. Prepare for work	<p>1.1. <b>OHS requirements</b>, including <b>personal protection needs</b>, are observed throughout the work</p> <p>1.2. <b>Work orders</b> are checked and confirmed with <b>appropriate personnel</b></p> <p>1.3. <b>Tools and equipment</b> suitable for construction are identified and checked for safe and effective operation</p> <p>1.4. <b>Materials</b> are selected and checked</p> <p>1.5. <b>Hardware</b> is selected according to <b>work instructions</b></p>
2. Complete construction	<p>2.1. <b>Allowances</b> are calculated and recorded</p> <p>2.2. Material is <b>laid out</b> and <b>marked</b> according to work instructions</p> <p>2.3. Fabric is cut according to work order</p> <p>2.4. Bottom and side hems are finished</p> <p>2.5. Spline is selected, cut and attached to top of blind</p> <p>2.6. Roller is cut to length and attached to spline</p> <p>2.7. Control mechanism and pin end are attached</p> <p>2.8. Lath and pull ring are attached</p> <p>2.9. <b>Child safety mechanisms</b> are selected and attached</p>
3. Apply quality checks	<p>3.1. Finished blind is checked against work order</p> <p>3.2. Finished blind is <b>tested</b> for correct operation</p> <p>3.3. Parts of the work that do not comply with work order are repaired or re-worked</p>
4. Finalise operation and maintain equipment	<p>4.1. Completed work is cleaned, packaged and stored</p> <p>4.2. Tools and equipment are cleaned, maintained and stored</p> <p>4.3. Faulty tools and equipment are reported to supervisor</p> <p>4.4. Work area is cleaned and <b>waste</b> is disposed of according to workplace practices</p> <p>4.5. <b>Workplace documentation</b> is completed</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicate with workplace supervisor to:
  - confirm work orders and instructions
  - report work outcomes
- work with others and in a team to construct a 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
- follow workplace induction principles
- adapt to new skill requirements
- use tools and equipment
- set up and start equipment

#### Required knowledge

- 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 OHS 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

## Evidence Guide

### EVIDENCE GUIDE

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

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

- Interpret work order, locate materials and use information to complete a basic roll up blind
- 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 and set up and maintain 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
- Cut fabrics accurately according to work orders
- Construct at least one basic roll up blind

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

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

#### Method of assessment

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

Assessment methods should be by direct observation of

<b>EVIDENCE GUIDE</b>	
	<p>tasks and include questioning on required knowledge and skills to ensure its correct interpretation and application</p> <p>Assessment should be conducted over time and may be in conjunction with assessment of other units of competency</p>
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<ul style="list-style-type: none"> <li>• Interpret work order, locate materials and use information to complete a basic roll up blind</li> <li>• Apply safe handling practices and safe operating procedures for equipment, products and materials to:             <ul style="list-style-type: none"> <li>• minimise the risk of injury to self or others</li> <li>• prevent damage to goods, equipment and products</li> </ul> </li> <li>• Identify materials and equipment used in constructing a basic roll up blind</li> <li>• Select and set up and maintain equipment in accordance with manufacturer instructions and workplace practices</li> <li>• Communicate and work with others in the work area</li> <li>• Report process for materials faults, damaged products or equipment</li> <li>• Cut fabrics accurately according to work orders</li> <li>• Construct at least one basic roll up blind</li> </ul>

## 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.

<b>OHS requirements</b>	<ul style="list-style-type: none"> <li>include Commonwealth, State/Territory legislation and regulations, organisational safety policies and procedures. Requirements may include but not be limited to the use of personal protective equipment, fire fighting equipment, First Aid equipment, hazard and risk control and elimination of hazardous materials and substances, manual handling including lifting and carrying</li> </ul>
<b>Personal protection needs</b>	<ul style="list-style-type: none"> <li>includes safety glasses/goggles, hearing protection, safety footwear, protective clothing and head wear, respiratory protection</li> </ul>
<b>Work order</b>	<ul style="list-style-type: none"> <li>includes quotations for work, job cards, customer orders</li> <li>specifications including design, size, colour and quantity</li> </ul>
<b>Appropriate personnel</b>	<ul style="list-style-type: none"> <li>may include assessor, trainer, supervisor, manager or any other person responsible for your work activity</li> </ul>
<b>Tools and equipment</b>	<ul style="list-style-type: none"> <li>includes cutting bench, shears, knives, cut off saws, sewing machines, needles, staple gun, double sided tape dispenser, file, mallet and hammer</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>includes polyester blend, metalised, PVC coated fibreglass, twill weave flock coated</li> </ul>
<b>Hardware</b>	<ul style="list-style-type: none"> <li>includes roller, lath, control mechanism, pin end, pull ring, cassette head boxes, side guides, side channels, motors, chains (plastic and stainless steel)</li> </ul>
<b>Work instructions</b>	<ul style="list-style-type: none"> <li>includes instructions for constructing a basic roll up blind</li> </ul>
<b>Allowances</b>	<ul style="list-style-type: none"> <li>may be for hardware, joins, hems</li> </ul>
<b>Laid out</b>	<ul style="list-style-type: none"> <li>material should be laid out flat and square on a cutting table large enough to take full width of</li> </ul>



<b>RANGE STATEMENT</b>	
	material
<b>Marked</b>	<ul style="list-style-type: none"> <li>material may be marked using chalk, markers or pencil</li> </ul>
<b>Child safety mechanisms</b>	<ul style="list-style-type: none"> <li>as required by legislation or code of practice</li> </ul>
<b>Tested</b>	<ul style="list-style-type: none"> <li>within limits of normal operation</li> </ul>
<b>Waste</b>	<ul style="list-style-type: none"> <li>may include textiles, metal, timber</li> <li>waste removal should be in accordance with workplace practices and environmental legislation covering disposal of industrial waste</li> </ul>
<b>Workplace documentation</b>	<ul style="list-style-type: none"> <li>may include time sheets, customer care cards, work orders, reports</li> </ul>

## Unit Sector(s)

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

## Competency field

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

## Co-requisite units

<b>Co-requisite units</b>		