



**Australian Government**

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

# **LMFBA4001A Assess suitability of blinds or awnings**

**Revision Number: 1**

## LMFBA4001A Assess suitability of blinds or awnings

### Modification History

Not applicable.

### Unit Descriptor

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| <b>Unit descriptor</b> | This unit specifies the outcomes required to assess the suitability of blinds and awnings in a range of environments taking into account building structure, natural environmental constraints, regulations and legislation. |
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### Application of the Unit

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| <b>Application of the unit</b> | <p>This unit applies to the skills and knowledge required to assess the suitability of blinds and awnings for a range of environments. The unit applies in a workplace and on-site environment and may be conducted in small to large scale enterprises.</p> <p>Applications involve responsibility for, and limited organisation of, others.</p> |
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |     |  |
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| <b>Prerequisite units</b> | Nil |  |
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## Employability Skills Information

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

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| 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                | 1.1. Identify and describe the characteristics of blind and awnings <i>products and components</i><br>1.2. Sample materials, products and visual aids are collected and organised for use in presentations<br>1.3. Identify and describe <i>building styles</i><br>1.4. Identify and describe <i>building codes, regulations and legislation</i>                                      |
| 2. Assess suitability of customer requirements for situation | 2.1. Questioning and active listening techniques are used to identify and clarify customer needs and requirements<br>2.2. Location for product is inspected observing <i>OHS requirements</i><br>2.3. <i>Restrictions and limitations</i> of building and natural environment are assessed<br>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<br>3.2. Building covenant and other regulations and legislative requirements are presented to customer<br>3.3. Range of styles and materials are presented to the customer for evaluation<br>3.4. Customer queries are answered and examples used to illustrate answers |
| 4. Finalise process  | 4.1. Sample products are returned to storage<br>4.2. Reports are prepared for the purpose of estimating and costing<br>4.3. Relevant information is presented to customer   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- greet customer in an appropriate manner, use appropriate questioning techniques and provide feedback to customer to satisfy customer needs and requirements
- work with others and in a team to assess suitability of blinds and awnings for situations
- develop positive workplace relationships
- apply a range of strategies to solve problems
- monitor and evaluate solutions
- identify, diagnose and rectify faults
- resolve conflict through negotiation
- identify and select practical solutions to problems using analytical skills
- show independence and initiative in making decisions
- discuss initiatives with colleagues to generate a range of options
- assess and take appropriate action to minimise risks
- manage innovation and change
- determine opportunities to improve processes
- collect and organise information for the purpose of:
  - planning tasks
  - planning use of resources
  - assessing and prioritising tasks
  - managing time and resources
- participate in continuous improvement processes
- collect and analyse information
- amend own work practices
- clarify objectives
- manage workplace information
- manage own time
- use feedback to improve performance
- take responsibility and display confidence in own ideas
- apply quality practices
- adapt to new skill requirements
- research and apply new ideas and techniques
- apply reflective skills
- use technology relevant to job
- use IT to organise information

#### Required knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

- State or Territory OHS 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
- 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

## Evidence Guide

| <b>EVIDENCE GUIDE</b>   |   |
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| <p>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.</p> |   |
| <p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>  | <ul style="list-style-type: none"> <li>• Locate, interpret and apply information relevant to assessing suitability of blinds and awnings to a range of situations</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>• Communicate and work with others in the work area</li> </ul>  |
| <p><b>Context of, and specific resources for assessment</b></p>   | <ul style="list-style-type: none"> <li>• The application of competency is to be assessed in the workplace or simulated workplace</li> <li>• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints</li> <li>• Assessment of required knowledge and skills may be conducted in a workplace or simulated workplace environment</li> <li>• The following resources should be made available:               <ul style="list-style-type: none"> <li>• workplace location or simulated workplace</li> <li>• materials and equipment relevant to assessing suitability of blinds and awnings for situations</li> </ul> </li> </ul> |
| <p><b>Method of assessment</b></p>  | <p>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</p> <p>Assessment methods should be by direct observation of 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>   |

## Range Statement

| <b>RANGE STATEMENT</b>   |  |
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| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |  |
| <b>Products and components</b>   | <ul style="list-style-type: none"> <li>includes 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</li> </ul>   |
| <b>Building styles</b>   | <ul style="list-style-type: none"> <li>includes heritage, period, single and multi-storey</li> </ul>   |
| <b>Building codes</b>  | <ul style="list-style-type: none"> <li>include codes related to wind loads, fire attenuation and set backs</li> </ul>  |
| <b>Regulations</b>   | <ul style="list-style-type: none"> <li>include council, heritage trusts</li> </ul>   |
| <b>Legislation</b>   | <ul style="list-style-type: none"> <li>include applicable legislation from all levels of government. Requirements may include Australian Standards, OHS, the environment, relevant industry codes of practice, duty of care and heritage.</li> </ul>   |
| <b>OHS requirements</b>  | <ul style="list-style-type: none"> <li>includes Commonwealth, State or Territory legislation and regulations, organisational safety policies and procedures. Requirements may include 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>Restrictions and limitations</b>  | <ul style="list-style-type: none"> <li>building           <ul style="list-style-type: none"> <li>materials, height, architectural integrity, access</li> </ul> </li> <li>natural environment           <ul style="list-style-type: none"> <li>overhang, space, height</li> </ul> </li> <li>weather           <ul style="list-style-type: none"> <li>wind rating, rainfall, directional perspective (ie north, south, east, west facing)</li> </ul> </li> </ul> |



**Unit Sector(s)**

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|--------------------|--------------------|
| <b>Unit sector</b> | Blinds and awnings |
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**Competency field**

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|-------------------------|--|
| <b>Competency field</b> |  |
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**Co-requisite units**

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