



Australian Government

Department of Education, Employment and Workplace Relations

LMFFDT4013A Research and select furniture finishes

Revision Number: 1

LMFFDT4013A Research and select furniture finishes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to research and select finishes for various furniture design solutions.
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Application of the Unit

Application of the unit	<p>This unit supports the attainment of skills and knowledge required for competent workplace performance in furnishing operations of all sizes. The research and recommendation of finishes applies to an industry workplace or design studio environment and involves application of skills and knowledge at a supervisory equivalent level. These skills and knowledge are to be used within the scope of the individual's job and authority.</p> <p>This unit requires employability skills in initiative and enterprise and problem solving in order to select suitable finishes. Communication skills are used to access and interpret information.</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 for finish research	1.1. Applicable OHS, 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 OHS requirements 1.4. Client requirements and desires are reviewed, confirmed and clarified
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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- collect, organise and understand information related to work orders, basic plans and finishing procedures
- communicate ideas and information to enable confirmation of finishing 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 finishing problems to avoid re-work and wastage
- recognise and respond to circumstances outside instructions or personal competence
- innovate and modify existing finishing techniques to suit the aesthetic and functional requirements of the product
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, work flow interruptions or wastage
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate other material requirements
- clarify and confirm work instructions
- plan work within given task parameters
- accept responsibility for given tasks
- set, monitor and satisfy personal work goals
- satisfy the competency requirements for the job
- maintain current knowledge of tools and materials
- maintain current knowledge of finishing techniques
- seek learning opportunities
- use the workplace technology related to selecting finishes including tools, equipment, calculators and measuring devices
- evaluate finishing materials to confirm compatibility and feasibility of material usage.

Required knowledge

- State or Territory OHS 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

REQUIRED SKILLS AND KNOWLEDGE

- 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
- problem identification and resolution.

Evidence Guide

EVIDENCE GUIDE	
<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>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<ul style="list-style-type: none"> • Effectively research and select finishes to assist with informing the design process and arrive at a solution which meets client requirements • Effectively apply design elements and principles to the research and selection of finishes • Effectively research and select finishes in accordance with the concepts and design brief • Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for researching and recommending finishes • Communicate effectively and work safely with others in the work area
Context of and specific resources for assessment	<ul style="list-style-type: none"> • 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 essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context • Assessment is to comply with relevant regulatory or Australian Standards requirements • The following resources should be made available: <ul style="list-style-type: none"> • workplace location or simulated workplace • materials and equipment relevant to researching and recommending finishes • specifications and work instructions
Method of assessment	<ul style="list-style-type: none"> • Assessment must satisfy the endorsed assessment guidelines of the Furnishing Industry Training Package • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge • Assessment methods must be by direct observation of

EVIDENCE GUIDE	
	<p>tasks and include questioning on underpinning knowledge to ensure its correct interpretation and application</p> <ul style="list-style-type: none">• Assessment may be applied under project related conditions (real or simulated) and require evidence of process• Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances• Assessment may be in conjunction with assessment of other units of competency
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.

OHS requirements	<ul style="list-style-type: none"> • are to be in accordance with Commonwealth, State or Territory legislation and regulations, organisational safety policies and procedures • requirements may include but not be limited to the use of personal protective equipment and clothing, fire fighting equipment, first aid equipment, hazard and risk control and elimination of hazardous materials and substances, manual handling including lifting and carrying
Legislative requirements	<ul style="list-style-type: none"> • are to be in accordance with applicable legislation from all levels of government that affect organisational operation • requirements may include but not be limited to award and enterprise agreements, industrial relations, Australian Standards, confidentiality and privacy, OHS, the environment, equal opportunity, anti-discrimination, relevant industry codes of practice, duty of care and heritage
Organisational requirements	<ul style="list-style-type: none"> • may include but not be limited to 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, OHS, 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)
Design brief	<ul style="list-style-type: none"> • is to include the aims, objectives, milestones for the design project, the point of reference for everyone, elements and principles of design and may include organisational or personal profiles, aims, target audience,

RANGE STATEMENT	
	budget, timeline, consultation requirements, colour requirements, image requirements and function
Appropriate personnel	<ul style="list-style-type: none"> may include but not be limited to trainers, supervisors, suppliers, clients, colleagues and managers
Communication	<ul style="list-style-type: none"> may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language
Clients	<ul style="list-style-type: none"> may include but not be limited to suppliers, manufacturers, private clients, colleagues, retailers or the public
Aesthetics	<ul style="list-style-type: none"> are to include the consideration of appeal to a large number of people; products are pleasing to the eye of many who view it
Finishes	<ul style="list-style-type: none"> may include but not be limited to 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 and stone based products
Tactile	<ul style="list-style-type: none"> is to include that perceived by the sense of touch and producing the effect of three dimensional depth
Application methods	<ul style="list-style-type: none"> may include spraying, painting, applicators, gluing, vacuum wrapping, rubbing and bonding
Environmental impact	<ul style="list-style-type: none"> is to include but not be limited to how the making and use of finishes effects the environment and how its continued use will affect those around you, energy consumption in applying the material, greenhouse gases created, waste levels and resource utilisation. Similarly what impact will be felt by reducing or stopping use of the finish
Longevity and restorability	<ul style="list-style-type: none"> are to include an analysis of how long the finish is expected to last, while maintaining

RANGE STATEMENT	
	quality of aesthetic value and how readily the finish can be upgraded, repaired or replaced
Hazards	<ul style="list-style-type: none"> may include but not be limited to toxins and gases released by some finishes and glues which may be harmful to people if not used correctly
Critical analysis	<ul style="list-style-type: none"> may include but not be limited to comparing, contrasting, reflecting, critiquing, considering merit, discussion and debate
Elements of design	<ul style="list-style-type: none"> may include but not be limited to line, shape, form (geometric or organic), texture, colour and function
Principles of design	<ul style="list-style-type: none"> may include but not be limited to balance, proportion (symmetry, asymmetry), harmony, contrast, pattern, movement, rhythm, unity, style, focus, scale, dominant, sub dominant or subordinate relationship, emphasis, proximity, alignment, space, anthropometry, ergonomics, arrangement, workload, materials handling capacity, skills, control, equipment capabilities, aesthetic relations, tension and development methods

Unit Sector(s)

Unit sector	Furniture design and technology.
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

Co-requisite units		