



**Australian Government**

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

# **LMFID4002A Decorate residential interiors**

**Revision Number: 1**

## LMFID4002A Decorate residential interiors

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit specifies the outcomes required to decorate residential interiors for the solution of interior decoration projects in accordance with project briefs.
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit supports the attainment of skills and knowledge required to analyse a design brief, conduct research and generate decoration ideas and concepts to create a visual experience in a previously defined interior space. This unit includes skills required to select materials and finishes for surface decoration and to arrange the objects and elements within the space. This unit does not cover skills required to alter established structural aspects of the building or building services.</p> <p>This unit covers employability skills in teamwork and communication in order to work with others in the design process. Planning and organising and problem skills are required to apply design processes and initiative and enterprise are required to develop to design ideas. Self management and learning skills are applied to assess and reflect on own design skills and identify areas for improvement.</p>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

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

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the project brief	<p>1.1. Applicable <b>OHS, legislative</b> and <b>organisational requirements</b> relevant to decorating for residential spaces are verified and complied with</p> <p>1.2. <b>Project brief</b> is reviewed, confirmed and clarified with <b>client</b></p> <p>1.3. <b>Parameters</b> for the project are assessed and confirmed</p> <p>1.4. <b>Resources</b> are selected appropriate to work requirements and checked for operational effectiveness</p> <p>1.5. <b>Communication</b> with others is established and maintained</p> <p>1.6. Problems or underlying factors to be addressed by the project brief are verified</p>
2. Conduct research for the design	<p>2.1. <b>Areas for research</b> are identified</p> <p>2.2. Impacts of cultural, social and economic influences and trends are identified and analysed</p> <p>2.3. Ergonomic and anthropometric influences are identified and analysed</p> <p>2.4. <b>Environmental issues</b> are identified and analysed</p> <p>2.5. <b>Other relevant information</b> is assessed and used to guide research</p> <p>2.6. Design influences are prioritised for relevancy to design brief</p> <p>2.7. Collected information is <b>documented</b></p>
3. Confirm the design brief	<p>3.1. Design requirements are translated in a manner which is clear and concise</p> <p>3.2. Factors affecting the outcome of the project are documented</p> <p>3.3. Criteria for assessing and evaluating design concepts are determined</p> <p>3.4. Final design brief outlining all the requirements is compiled, produced and refined with the client</p>
4. Generate decoration concepts	<p>4.1. <b>Creative methodologies</b> are used to generate a range of decoration concepts and themes</p> <p>4.2. <b>Concepts</b> are assessed against the project brief to select most viable solution</p> <p>4.3. Concept is presented to client using a range of <b>concept presentation methods</b></p>

ELEMENT	PERFORMANCE CRITERIA
	4.4. Ideas are discussed with client and concept is modified according to feedback
5. Translate concepts into 3D decoration ideas	<p>5.1. The elements and principles of design that are derived from the concept are explored</p> <p>5.2. A range of 3-D decoration ideas are generated from the concept</p> <p>5.3. Surface <b>materials</b>, finishes, and <b>colours</b> are explored and assessed for their ability to express the concept</p> <p>5.4. Furniture, <b>fixtures</b>, <b>fittings</b> and <b>accessories</b> are explored and assessed for their ability to express the concept</p> <p>5.5. The allocation and arrangement of objects within the space are explored</p> <p>5.6. 2-D and 3-D sketches are developed to document the 3-D space</p>
6. Revise and refine solution	<p>6.1. Planning is revised and refined, and ergonomics considered</p> <p>6.2. Regulatory requirements relating to decoration are assessed to determine compliance</p> <p>6.3. <b>Finishes</b>, fittings, fixtures, furniture, materials, and accessories are selected</p> <p>6.4. Colour scheme is selected to complement the space and create the required visual experience</p> <p>6.5. <b>Environmental aspects</b> of decoration solution are examined and areas for improved sustainability are identified and incorporated where possible</p> <p>6.6. Preliminary <b>drawings</b> are developed</p>
7. Present decoration solution to client	<p>7.1. Final presentation is prepared for the client</p> <p>7.2. Final presentation is presented to the client with key features and benefits of the solution explained</p> <p>7.3. Client is engaged to gain feedback on decoration elements</p>
8. Reflect on decoration process	<p>8.1. Client feedback and response is analysed to determine success in achieving client satisfaction</p> <p>8.2. Own performance in the design process is examined to identify strengths and weaknesses</p> <p>8.3. Areas for improvement are identified</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- preparing and presenting research information
- collecting, organising and understanding information
- communicating ideas and information
- presenting ideas visually
- accurately recording and maintaining information relating to the project
- working and communicating with others to gain information
- recognising and responding to circumstances outside instructions or personal competence
- efficiently and safely contributing to innovative design process
- planning own work within the given task parameters
- maintaining current knowledge of tools and materials
- maintaining current knowledge of design techniques
- applying principles and elements of design
- communicating decoration concepts
- documenting and transferring information
- reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material
- drawing using manual and computer based techniques
- sequencing operations
- meeting specifications
- carrying out work according to OHS practices

#### Required knowledge

- State or Territory OHS 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
- environmental protection requirements
- established communication channels and protocols
- problem identification and resolution
- elements and principles of design
- creativity and artistic relevance
- ergonomics, anthropometrics, proxemics and aesthetic values
- historical design styles and movements
- current ethical issues in society affecting designs

**REQUIRED SKILLS AND KNOWLEDGE**

- current market segments
- aesthetic aspect of elements and principles in 3-D design
- ergonomic and anthropometric standards
- 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
- 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

## 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

- Effectively analyse a project brief to determine client requirements
- Work through the decoration process collecting the required information
- Effectively establish criteria for the intended solutions to meet the requirements of the project brief
- Effectively design for at least two interior residential spaces to provide the client with creative solutions that satisfy the project brief
- Visually and verbally present decoration solution
- Effectively apply design elements and principles in designing for residential space
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for designing for residential space
- Communicate effectively and work safely with others in the work area

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

- The application of competency is to be assessed in the workplace or realistically 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:
  - workplace location or simulated workplace
  - materials and equipment relevant to decorating residential interiors
  - specifications and work instructions

##### Method of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Furnishing Industry Training Package



**EVIDENCE GUIDE**

	<ul style="list-style-type: none"><li>• 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</li><li>• Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure its correct interpretation and application</li><li>• Assessment may be applied under project related conditions (real or simulated) and require evidence of process</li><li>• 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</li><li>• Assessment may be in conjunction with assessment of other units of competency</li></ul>
<b>Guidance information for assessment</b>	

## 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

- 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

- 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

- 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)

#### Project brief

- may include but not be limited to client needs and objectives, client aims and objectives and criteria for evaluation, milestones, organisational or personal profiles and aims, image requirements and function, target

<b>RANGE STATEMENT</b>	
	market, budget, timeline, consultation requirements, and colour requirements
<b>Client</b>	<ul style="list-style-type: none"> <li>may include but not be limited to suppliers, manufacturers, private clients, colleagues, retailers or the public</li> </ul>
<b>Parameters</b>	<ul style="list-style-type: none"> <li>may include but not be limited to scope of brief, approval to make changes, effect or feel trying to be achieved, functionality (short and long term), budget restrictions and established timelines</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>may include but not be limited to computers, computer software, design software, computer aided drafting (CAD) software, colour boards, storyboards, swatches, Pantone Matching System (PMS), journals (directions magazines), artistic equipment and products and model making equipment</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>may include but not be limited to 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</li> </ul>
<b>Areas for research</b>	<ul style="list-style-type: none"> <li>may include but not be limited to similar products and typologies and spaces, materials, social and cultural influences, site analysis, site conditions and functional requirements</li> </ul>
<b>Environmental issues</b>	<ul style="list-style-type: none"> <li>may include but not be limited to use of renewable resources, energy efficiency, conservation of resources, recycling, waste, by-products, emissions and environmental consciousness/green design</li> </ul>
<b>Other information</b>	<ul style="list-style-type: none"> <li>may include but not limited to industry codes and symbols, Australian and international Standards and regulations, historical literature on design styles and movement, ethical reference material, supplier's material data sheets, ergonomic and anthropometric statistical information, market research documents, photographic reference material, site plans and drawings and information on:</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• lifestyle requirements</li> <li>• cultural issues</li> <li>• proxemics</li> <li>• costs</li> <li>• product performance and characteristics</li> <li>• existing conditions</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• may include but not be limited to working notes, hand written records, typed information and reports, diagrams, sketches, tables, matrixes, images and visual essays</li> </ul>
<b>Creative methodologies</b>	<ul style="list-style-type: none"> <li>• may include but not be limited to brainstorming, word association, imaging, modelling, lateral thinking and application of a range of media</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• may include but not be limited to ideas generated to respond to the design brief through both ideation drawings or sketching and written explanation</li> </ul>
<b>Concept presentation methods</b>	<ul style="list-style-type: none"> <li>• may include but not limited to mood board, concept board, 3-D models, sketches and photos</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• may include but not be limited to solid timber (native and imported), manufactured timber products, plastic, metal, alloys, stones, glass, textiles, fibreglass, foam, cardboard, paper products or any other manipulable substance</li> </ul>
<b>Colours</b>	<ul style="list-style-type: none"> <li>• may include but not be limited to colour principles, psychology, fundamentals, coordination, perception, contrast, harmony, effects on space, formulas and colour wheels</li> </ul>
<b>Fixtures, fittings and accessories</b>	<ul style="list-style-type: none"> <li>• may include but not be limited to furniture, soft furnishings, floor treatments, curtain treatments, built in cabinetry or fittings, light fittings, lamps and picture framing</li> <li>• may also include but not be limited to accessories such as 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 and bottles</li> </ul>

<b>RANGE STATEMENT</b>	
<b>Finishes</b>	<ul style="list-style-type: none"> <li>may include but not be limited to paints, waxes, lacquers, stains, pigments, oils, plastic coatings, veneers, ceramics, stone, glass, textiles and other textures</li> </ul>
<b>Environmental aspects</b>	<ul style="list-style-type: none"> <li>may include but not limited to 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. Similarly what impact will be felt by reducing or stopping material from the source</li> </ul>
<b>Drawings</b>	<ul style="list-style-type: none"> <li>may include but not be limited to 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</li> <li>may also include but not be limited to elevations, sections, plans, perspectives</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Interior decoration and design.
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## Competency field

<b>Competency field</b>	
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## Co-requisite units

<b>Co-requisite units</b>		

<b>Co-requisite units</b>		