



**Australian Government**

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

# **LMFID4009A Research architectural styles and movements**

**Revision Number: 1**

## LMFID4009A Research architectural styles and movements

### Modification History

Not applicable.

### Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit specifies the outcomes required to research architectural styles and movements and analyse how they influence interior decoration and design projects. |
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### Application of the Unit

|                                |   |
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| <b>Application of the unit</b> | <p>This unit supports the attainment of skills and knowledge required for the implementation of research techniques to access a range of information sources on architectural styles and movements. It also covers the identification of how architecture influences design and decoration outcomes and the documentation of information for use in decoration and design projects.</p> <p>This unit requires employability skills in initiative and enterprise and problem solving in order to direct the research and identify research implications. Communication skills are used to access and interpret information using information technologies and document findings. Self management and learning skills are applied in the location and analysis of new information and the assessment of the value of information sourced.</p> |
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
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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. Plan research   | 1.1. Applicable <i>OHS, legislative</i> and <i>organisational requirements</i> relevant to researching architectural styles are verified and complied with<br>1.2. Relevant <i>research sources of information</i> on <i>architectural styles</i> are located<br>1.3. Formal and informal <i>research techniques</i> are selected to access the information<br>1.4. Scope of research is determined   |
| 2. Conduct research and document findings                    | 2.1. Research is conducted using a range of research techniques<br>2.2. <i>Geographical research</i> is conducted to detect influences<br>2.3. Historical, cultural, economic and environmental influences on architectural styles and movements are examined<br>2.4. Features of architecture are identified<br>2.5. Significant trends in decorative art and architecture and the use of materials and techniques are analysed<br>2.6. The influence and impact of architecture on interior decoration and design and the relationship of the two disciplines is analysed<br>2.7. Research information is applied to current architectural design trends, philosophy and surrounding buildings<br>2.8. Information is <i>documented</i> to develop reference materials to inform decoration and design projects<br>2.9. Research materials and results of the research are organised and compiled into easy to access <i>facilities</i> 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<br>3.2. Current cultural, economic and environmental influences on architecture are <i>analysed</i><br>3.3. Opportunities to update and expand research of styles and movements are scheduled<br>3.4. Findings from research are regularly incorporated into design outcomes  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- conducting research
- reading and interpreting information
- maintaining accurate records
- communicating within the workplace
- carrying out work according to OHS practices
- conducting internet searches
- assessing the value of information
- sketching and recording information visually

#### Required knowledge

- State or Territory OHS 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
- 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

## Evidence Guide

| <b>EVIDENCE GUIDE</b>   |   |
|---|---|
| <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> |   |
| <b>Overview of assessment</b>   |   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>   | <ul style="list-style-type: none"> <li>• Effectively research a range of architectural styles and movements to assist with informing current design practices</li> <li>• Effectively analyse design elements and principles in architecture</li> <li>• Use research techniques</li> <li>• Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for researching architectural styles</li> <li>• Communicate effectively and work safely with others in the work area</li> </ul>  |
| <b>Context of and specific resources for assessment</b>   | <ul style="list-style-type: none"> <li>• The application of competency is to be assessed in the workplace or realistically simulated workplace</li> <li>• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints</li> <li>• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context</li> <li>• Assessment is to comply with relevant regulatory or Australian Standards requirements</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 researching architectural styles used in Australia</li> <li>• specifications and work instructions</li> </ul> </li> </ul> |
| <b>Method of assessment</b>   | <ul style="list-style-type: none"> <li>• Assessment must satisfy the endorsed assessment guidelines of the Furnishing Industry Training Package</li> <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</li> </ul>   |

| <b>EVIDENCE GUIDE</b>                      |   |
|--|---|
|  | <p>application</p> <ul style="list-style-type: none"><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)

#### Research sources

- may include but not be limited to scientific texts, historical texts and journals, oral histories, journals, periodicals, images, objects, films, videos, micro fish, internet, technical information, stories, libraries,



| <b>RANGE STATEMENT</b>       |   |
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|                              | museums, universities and collection catalogues   |
| <b>Information</b>           | <ul style="list-style-type: none"> <li>may include but not be limited to 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 and light</li> </ul>   |
| <b>Architectural styles</b>  | <ul style="list-style-type: none"> <li>may include but not be limited to 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 and New Modern</li> <li>may also include but not be limited to Bauhaus, Art Nouveau, de Stijl, Art Nouveau Scandinavian, organic deconstructivism, postmodern, hi-tech, minimalism and a range of pre-20th Century styles</li> </ul> |
| <b>Research techniques</b>   | <ul style="list-style-type: none"> <li>may include but not be limited to internet searches, interview, discussions, books, journal reviews, films, documentary reviews and on-site visits</li> </ul>  |
| <b>Geographical research</b> | <ul style="list-style-type: none"> <li>may include but not be limited to international, national, regional and local influences</li> </ul>  |
| <b>Facilities</b>            | <ul style="list-style-type: none"> <li>may include but not be limited to files, computer files, indices, databases, charts and diagrams</li> </ul>  |
| <b>Documented</b>            | <ul style="list-style-type: none"> <li>may include but not be limited to freehand drawings, sketches, ideation drawings, working drawings, computer generated documentation, pictures, illustrations, photos, multimedia presentations, materials or theme boards, specifications and measurements</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,</li> </ul>   |

| <b>RANGE STATEMENT</b> |  |
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|                        | confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language       |
| <b>Analysis</b>        | <ul style="list-style-type: none"> <li>may include but not be limited to comparing, contrasting, reflecting, critiquing, considering merit, discussion and debate</li> </ul> |

### Unit Sector(s)

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

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

### Co-requisite units

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