



**Australian Government**

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

# **LMFID5002A Develop a decoration proposal for a complex site**

**Revision Number: 1**

## LMFID5002A Develop a decoration proposal for a complex site

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the knowledge and skills required to develop a complete proposal for a complex site that satisfies the requirements of a client brief.
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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 specify the furniture, fixtures, fittings and artworks for a complex site which may include a high end residential or commercial site with multiple themes and usage areas.</p> <p>This unit covers employability skills in teamwork and communication in order to work with others in the decoration process. Planning and organising and problem solving skills are required to apply decoration processes and initiative and enterprise are required to develop decoration ideas. Self management and learning skills are applied to assess and reflect on own skills and identify areas for improvement.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

<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</b> requirements relevant to designing for <b>complex sites</b> 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. Key requirements for the project are assessed and confirmed and constraints determined</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 involved in the project is established and maintained</p> <p>1.6. <b>Relevant research</b> is conducted to gain all <b>information</b> which may be used to inform the decoration process</p> <p>1.7. All required information is accessed and analysed to inform the decoration process</p>
2. Conduct project research	<p>2.1. <b>Site analysis</b> is conducted to assess the requirements and <b>environmental aspects</b> of the spaces requiring work</p> <p>2.2. Intended function of the spaces are ascertained from the client</p> <p>2.3. Contextual information relating to the brief is researched and evaluated</p> <p>2.4. Functional and planning issues are determined specific to the site and client requirements</p> <p>2.5. Research material is organised and presented in the form of a decoration proposal</p> <p>2.6. Project is planned to make effective use of time and available resources</p>
3. Generate decorative themes and concepts	<p>3.1. Multiple ideas and concepts are generated in a creative and diverse manner that is sympathetic to the project brief</p> <p>3.2. Ideas are translated into two and three-dimensional space resolution using a range of techniques and media</p> <p>3.3. Themes and concepts are presented to the client using support documentation, sketches, mood boards, and concept boards</p> <p>3.4. Viability of concepts are assessed in conjunction</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>with others</p> <p>3.5. Client feedback is obtained and ideas revised and refined accordingly</p>
<p>4. Select and specify internal finishes, furniture, furnishings, lighting and object d'art</p>	<p>4.1. Internal elements and wall and floor finishes are selected and specified according to brief parameters</p> <p>4.2. Materials board and schedules are developed</p> <p>4.3. Lighting effects are designed and detailed</p> <p>4.4. Furniture, accessories and art objects are selected, specified and costed using established workplace system</p> <p>4.5. Furnishings and window treatments are selected to enhance the design scheme within the constraints of the brief and budget</p> <p>4.6. Rendered 2-D and 3-D drawing of the scheme are prepared to represent the desired effect</p>
<p>5. Present a fully resolved scheme and evaluate client response</p>	<p>5.1. Final decoration solution is presented to the client in a professional manner using a range of digital media</p> <p>5.2. Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined without losing design integrity</p> <p>5.3. Own performance in the design process is examined to identify strengths and weaknesses</p> <p>5.4. 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

- applying principles and elements of design
- communicating design concepts
- documenting and transferring information
- reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material
- maintaining accurate records
- communicating within the workplace
- drawing using manual and computer based techniques
- sequencing operations
- meeting specifications
- computer aided design techniques
- clarifying and checking taskrelated information
- 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 high end residential and commercial spaces
- organisational and site standards, requirements, policies and procedures
- Australian Standards and the Building Code of Australia relating to decoration projects
- environmental protection requirements
- established communication channels and protocols
- problem identification and resolution techniques
- elements and principles of design
- ergonomics, anthropometrics, proxemics and aesthetic values
- types of equipment and procedures for their safe use, operation and maintenance
- characteristics of materials, products and defects
- computer programs used for drawings and preparation of decoration documentation
- design themes and design development
- colours, furnishings and decorations
- sketching and drawing to architectural drawing standards
- procedures for the recording, reporting and maintenance of workplace records and 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 interior design for at least two complex sites to provide the client with creative solutions that satisfy the design brief</li> <li>• Effectively apply design elements and principles in designing for complex sites</li> <li>• Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for designing for complex sites</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 developing a decoration proposal for a complex site</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 application</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<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

<b>RANGE STATEMENT</b>	
<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>OHS requirements</b>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Legislative requirements</b>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Complex space</b>	<ul style="list-style-type: none"> <li>may include but not be limited to high end residential or commercial site with multiple themes and usage areas</li> </ul>
<b>Project brief</b>	<ul style="list-style-type: none"> <li>may include but not be limited to client needs and objectives, client aims and objectives and</li> </ul>

<b>RANGE STATEMENT</b>	
	criteria for evaluation, milestones, organisational or personal profiles and aims, image requirements and function, target 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>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>Relevant research</b>	<ul style="list-style-type: none"> <li>may include but not be limited to similar products and typologies, materials, social and cultural influences, site analysis, site conditions and functional requirements</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>may include but not be limited to lifestyle requirements, cultural issues, ergonomics, anthropometrics, proxemics, costs, product performance and characteristics, and existing conditions</li> </ul>
<b>Site analysis</b>	<ul style="list-style-type: none"> <li>may include but not be limited to a visit to the site to achieve a feel for the intention of the project brief and how services may be affected by it, identifying constraints of site and recording information and taking photos</li> </ul>
<b>Environmental aspects</b>	<ul style="list-style-type: none"> <li>may include but not be 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, green house gases created, waste levels, resource utilisation and transport effects.</li> </ul>

<b>RANGE STATEMENT</b>	
	similarly what impact will be felt by reducing or stopping material from the source
<b>Design drawings</b>	<ul style="list-style-type: none"> <li>may include but not be limited to drafted technical drawings or drawings produced on computer using CAD software packages to architectural standards. these contain project specifications</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>		