



**Australian Government**

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

# **LMFID5008A Design for people with disabilities and the elderly**

**Revision Number: 1**

## LMFID5008A Design for people with disabilities and the elderly

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit specifies the outcomes required to design for people with disabilities and the elderly in residential environments including kitchens, bathrooms, bedrooms, lounge rooms, dining rooms, family rooms and multi-use rooms, for the solution of interior decoration and design projects and 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 for competent workplace performance in interior decoration and design operations of all sizes. Designing for people with disabilities and the elderly in residential environments applies to a retail, consulting or design and decoration studio environment and involves application of skills and knowledge at a para-professional level. These skills and knowledge are to be used within the scope of the person's job and authority.</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 designing 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. Relevant research is conducted to gain all information which may be used to inform the design process</p> <p>1.7. All required information is accessed and interpreted to inform the design process</p>
2. Obtain client information	<p>2.1. <b>Site analysis</b> of the residential environment is conducted to assess work requirements</p> <p>2.2. Nature of the <b>disability</b> or age <b>reducing senses</b> are assessed</p> <p>2.3. Clients' health professionals are liaised with to ascertain any further requirements</p> <p>2.4. <b>Themes</b> and <b>concepts</b> are presented and discussed with the client in accordance with their capacity</p> <p>2.5. <b>Products, materials</b> and <b>finishes</b> are proposed and discussed with the client</p> <p>2.6. <b>Colour</b> options are proposed and discussed with the client</p> <p>2.7. <b>Restrictions</b> and <b>timelines</b> are ascertained from the client</p> <p>2.8. <b>Lifestyle requirements</b> are assessed and confirmed with the client</p> <p>2.9. Product quantities and <b>qualities</b> are calculated in accordance with client budget information</p>
3. Design space	<p>3.1. Intended function of the domestic <b>space</b> is ascertained from the client taking into account the position of doors and windows and any <b>physical requirements</b></p> <p>3.2. <b>Performance and characteristics</b> of products are</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>assessed and reviewed in accordance with client requirements</p> <p>3.3. <b>Existing conditions</b> of the domestic space are analysed for current or previous usage and any special requirements for <b>access or egress</b></p> <p>3.4. <b>Environmental considerations</b> are analysed in respect of the space</p> <p>3.5. <b>Cultural considerations</b> are evaluated in respect of the space</p> <p>3.6. <b>Ergonomic, anthropometric and proxemic</b> principles are assessed in respect of the space, the intended products and client special requirements</p> <p>3.7. <b>Costs</b> associated with purchasing and obtaining the products are analysed and reported</p> <p>3.8. <b>Sketches and drawings</b> are completed and prepared for use by contractors and for positioning of products and <b>accessories</b></p>
4. Plan space	<p>4.1. <b>Supplies</b> necessary to complete the project are sourced and costed</p> <p>4.2. Suitable <b>contractors</b> are sourced and <b>quotes</b> obtained</p> <p>4.3. Specifications for materials and processes are developed</p> <p>4.4. Work plan is developed and evaluated</p> <p>4.5. Costings and timelines are compiled and developed into a full project proposal</p> <p>4.6. Proposal terms and conditions are negotiated with the client</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
- translating needs into design solutions
- 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
- 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 designing for people with disabilities and the elderly
- organisational and site standards, requirements, policies and procedures for designing for people with disabilities and the elderly
- Australian Standards and the Building Code of Australia
- elements and principles of design
- creativity and artistic relevance
- 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
- design themes and design development
- colours, furnishings and decorations
- disabilities and age considerations
- sketching and drawing
- procedures for the recording, reporting and maintenance of workplace records and information
- appropriate mathematical procedures for estimation and measurement
- environmental protection requirements
- established communication channels and protocols

<b>REQUIRED SKILLS AND KNOWLEDGE</b>
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| <ul style="list-style-type: none"><li>• problem identification and resolution</li></ul> |
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## 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 design for at least two spaces to cater for people with disabilities or the elderly to provide the client with cost effective options which inform the project brief development</li> <li>• Effectively apply design elements and principles in designing for people with disabilities and the elderly</li> <li>• Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for designing for people with disabilities and the elderly</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 designing for people with disabilities and the elderly in domestic environments</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</li> </ul>



<b>EVIDENCE GUIDE</b>	
	<p>tasks and include questioning on underpinning knowledge to ensure its correct interpretation and 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.

<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>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 criteria for evaluation, milestones, organisational or personal profiles and aims, image requirements and function, target</li> </ul>

<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 (legislative and planning), 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>Site analysis</b>	<ul style="list-style-type: none"> <li>may include but not be limited to a visit to the domestic building (house or other) to achieve a feel for the intention of the project brief and how services may be affected by it, recording information and taking photos</li> </ul>
<b>Disabilities</b>	<ul style="list-style-type: none"> <li>may include but not be limited to physical disabilities which have rendered a person to a wheelchair or walking frame, dementia or other intellectual disabilities</li> </ul>
<b>Reducing senses</b>	<ul style="list-style-type: none"> <li>may include but not be limited to senses reduced by the cause of age such as reduced eyesight, loss of colour recognition, perception of space, reduced strength and capacity to move around easily, reduced sense of touch to tactile surfaces and reduced capacity to hear</li> </ul>
<b>Themes</b>	<ul style="list-style-type: none"> <li>may include but not be limited to variations of colour ways (based on directions media),</li> </ul>

<b>RANGE STATEMENT</b>	
	furnishing trends and decoration trends
<b>Concepts</b>	<ul style="list-style-type: none"> <li>may include but not be limited to ideas generated to respond to the project brief and client requirements through both ideation drawings or sketching and written explanation</li> </ul>
<b>Products</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> </ul>
<b>Material</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>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>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>Restrictions</b>	<ul style="list-style-type: none"> <li>may include but not be limited to laws, regulations or policies which may affect a project or those working on it, such as local government planning approval, work site entry legislation, licensing, heritage laws or health care requirements</li> </ul>
<b>Timelines</b>	<ul style="list-style-type: none"> <li>may include but not be limited to the agreed project time span set and agreed for the project</li> </ul>
<b>Lifestyle requirements</b>	<ul style="list-style-type: none"> <li>may include but not be limited to influences such as physical capacity, religious, climatic, societal, lifestyle, living conditions, infrastructure, status and habitude</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>may include but not be limited to an inspection system for ensuring that pre-determined quality standards are being met, highlighting non-conformances requiring intervention</li> </ul>
<b>Spaces</b>	<ul style="list-style-type: none"> <li>may include but not be limited to domestic environments with rooms such as bedrooms, living spaces, multi-purpose rooms, storage</li> </ul>

<b>RANGE STATEMENT</b>	
	rooms, studies, garages, rumpus rooms, media rooms, entertainment areas, halls and pantries
<b>Physical requirements</b>	<ul style="list-style-type: none"> <li>may include but not be limited to wheelchair turning requirements, height of basins, showers, mirrors, benches, shower space for wheelchair, toilet access, handgrips or rails, lights for deafness, increased lighting, higher magnifying mirrors and non-slip tiles</li> </ul>
<b>Performance and characteristics</b>	<ul style="list-style-type: none"> <li>may include but not be limited to assessment of products to determine if they meet the requirements of the intended end use application and how well they do it, and the durability and composition of the product</li> </ul>
<b>Existing conditions</b>	<ul style="list-style-type: none"> <li>may include but not be limited to traffic flow, architectural features, style, furniture placement and electrical outlets and features</li> </ul>
<b>Access and egress</b>	<ul style="list-style-type: none"> <li>may include but not be limited to ensuring door widths will accept wheelchairs, ramps are established to allow for rise or fall from exits and entrances</li> </ul>
<b>Environmental considerations</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, 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>Cultural considerations</b>	<ul style="list-style-type: none"> <li>may include but not be limited to demography, geography (local, regional, national), religious, climatic, societal, cultural, lifestyle, attitudinal, gratification, honour, living conditions, infrastructure, status and habitude</li> </ul>
<b>Ergonomics</b>	<ul style="list-style-type: none"> <li>may include but not be limited to the study of the efficiency of persons in their living environment</li> </ul>
<b>Anthropometrics</b>	<ul style="list-style-type: none"> <li>may include but not be limited to the scientific study of the measurements of the human body</li> </ul>
<b>Proxemics</b>	<ul style="list-style-type: none"> <li>may include but not be limited to the study of socially conditioned spatial factors in ordinary human relations</li> </ul>

<b>RANGE STATEMENT</b>	
<b>Costs</b>	<ul style="list-style-type: none"> <li>may include but not be limited to the cost of products and materials together with the cost of obtaining them either locally, interstate or overseas</li> </ul>
<b>Sketches and 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> </ul>
<b>Accessories</b>	<ul style="list-style-type: none"> <li>may include but not be limited to 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>Supplies</b>	<ul style="list-style-type: none"> <li>may include but not be limited to paints, furnishings, decorations and other internal fit-out products</li> </ul>
<b>Contractors</b>	<ul style="list-style-type: none"> <li>may include builders, painters, tilers, carpet layers, sanders, cabinetmakers, curtain makers, picture framers, electricians, plumbers and plasterers</li> </ul>
<b>Quoting</b>	<ul style="list-style-type: none"> <li>may include but not be limited to a price for a project taking account of the sizes associated with the project, the cost of materials, labour and overheads</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

Co-requisite units		