



**Australian Government**

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

# **LMFID5013A Design for small to medium scale commercial or institutional interiors**

**Release: 1**

## LMFID5013A Design for small to medium scale commercial or institutional interiors

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the knowledge and skills required to apply researched information to formulate creative and complex design solutions to a range of small to medium scale commercial or institutional interior design situations satisfying the physiological, psychological, social, cultural and environmental requirements of the brief.
------------------------	--

### Application of the Unit

<b>Application of the unit</b>	This unit supports the attainment of skills and knowledge required to design spaces for small to medium commercial or institutional interiors. This unit covers employability skills in teamwork and communication in order to work with others in the design process. Planning and organising and problem solving skills are required to apply design processes and initiative and enterprise are required to develop design ideas. Self management and learning skills are applied to assess and reflect on own design skills and identify areas for improvement.
--------------------------------	--

### 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.
-----------------------------	--

## 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.
---	--

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the project brief	1.1. Applicable <i>OHS, legislative</i> and <i>organisational requirements</i> relevant to designing for commercial or institutional spaces are verified and complied with 1.2. <i>Project brief</i> is reviewed, confirmed and clarified with <i>client</i> 1.3. Key requirements for the project are assessed and confirmed and constraints determined 1.4. <i>Resources</i> are selected appropriate to work requirements and checked for operational effectiveness 1.5. <i>Communication</i> with others is established and maintained 1.6. <i>Relevant research</i> is conducted to gain all <i>information</i> which may be used to inform the design process 1.7. All required information is accessed and interpreted to inform the design process
2. Conduct project research	2.1. <i>Site analysis</i> is conducted to assess the requirements of the spaces requiring work 2.2. Intended function of the space is ascertained from the client 2.3. Contextual information relating to the brief is researched and evaluated 2.4. Functional and planning issues are determined specific to the site and client requirements 2.5. Research material is organised and presented in the form of a design proposal 2.6. Project is planned to make effective use of time and available resources
3. Develop design concepts	3.1. Multiple ideas and concepts are generated in a <i>creative</i> and diverse manner that is sympathetic to the design brief 3.2. <i>Concepts are presented</i> through sketches, mood boards, concept boards and concept models 3.3. Viability of concepts are assessed in conjunction with others 3.4. <i>Environmental implications</i> of the project are assessed and design concepts reviewed to ensure maximum energy efficiency is achieved in solution 3.5. Access issues relating the project are identified and addressed in design solution
4. Design the space	4.1. Ideas are translated into 3-D space satisfying functional criteria

ELEMENT	PERFORMANCE CRITERIA
	<p>4.2. Evidence of 3-D notions are explored through modelling</p> <p>4.3. Idea with the greatest potential for success is presented to promote the design's acceptance using both 2-D and 3-D representations</p> <p>4.4. Client feedback is sought, amendments are agreed to and recorded, and ideas are revised and refined</p> <p>4.5. A materials palette is selected to enhance spatial ideas</p> <p>4.6. Design is modified in response to critical feedback without losing integrity of the design intention</p>
5. Revise and refine solution	<p>5.1. Ergonomic and anthropometric principles are assessed in respect to the space and the intended products</p> <p>5.2. Spatial planning is further revised and resolved in response to client feedback</p> <p>5.3. <i>Materials, colours, finishes, fixtures and fittings</i> are selected appropriate to the concept and brief parameters</p> <p>5.4. Feedback is received through consultation with the client and incorporated into design solution</p>
6. Prepare a fully rendered client presentation	<p>6.1. Resource requirements are identified for presentation</p> <p>6.2. Final design solution is communicated effectively and creatively using a range of techniques and media</p> <p>6.3. Documentation <i>drawings</i> and material selections are prepared that are consistent with, and that best communicate, the design intent</p> <p>6.4. Work is completed to plan and within brief constraints</p> <p>6.5. Client feedback and response is analysed to determine success in achieving client satisfaction</p> <p>6.6. Own performance in the design process is examined to identify strengths and weaknesses</p> <p>6.7. 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 designing for commercial or institutional space
- organisational and site standards, requirements, policies and procedures for designing for commercial or institutional space
- Australian Standards and the Building Code of Australia relating to commercial or institutional interior design
- environmental protection requirements relating to commercial or institutional interior design
- established communication channels and protocols
- problem identification and resolution
- 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
- sketching and drawing to architectural drawing standards
- procedures for the recording, reporting and maintenance of workplace records and

<b>REQUIRED SKILLS AND KNOWLEDGE</b>
--------------------------------------

information
-------------

- |  |
|--|
| <ul style="list-style-type: none"><li>• appropriate mathematical procedures for estimation and measurement</li></ul> |
|--|

## 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 interior small to medium scale commercial or institutional spaces to provide the client with creative solutions that satisfy the design brief</li> <li>• Effectively apply design elements and principles in designing for commercial space</li> <li>• Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for designing for commercial space</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 small to medium commercial spaces</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)

#### 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>RANGE STATEMENT</b>	
<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>Creative methodologies</b>	<ul style="list-style-type: none"> <li>may include but not be limited to brainstorming, word association, imaging, modelling, lateral thinking, application of a range of media</li> </ul>
<b>Concept presentation methods</b>	<ul style="list-style-type: none"> <li>may include but not be limited to mood board, concept board, 3-D models, sketches, photos</li> </ul>
<b>Environmental implications</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,</li> </ul>

<b>RANGE STATEMENT</b>	
	greenhouse gases created, waste levels, resource utilisation and transport effects. Similarly what impact will be felt by reducing or stopping material from the source
<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>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>Fixtures and fittings</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>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> <li>may also include but not be limited to elevations, sections, plans and perspectives</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Interior decoration and design.
--------------------	---------------------------------

## Competency field

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

## Co-requisite units

<b>Co-requisite units</b>		