



**Australian Government**

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

# **LMFKB3005A Fabricate cabinets for the built-in environment**

**Revision Number: 1**

## LMFKB3005A Fabricate cabinets for the built-in environment

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit covers the skills and knowledge required to plan production processes and construct and assemble components to fabricate cabinets that meet predetermined specifications. It includes use of materials and processes typically applied within a cabinet manufacturing environment.
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### Application of the Unit

<b>Application of the unit</b>	This unit applies to work conducted in a manufacturing workshop environment.  Processes may include use of computer numerical control (CNC) and static machines. Where these processes are applied, relevant Furnishing Training Package units should be selected. Materials include particleboard, fibre board and solid timber.
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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. Plan cabinet construction	1.1. Complete or interpret drawings, specifications and customer instructions including design, tolerances, process, materials, finish and quantity 1.2. Identify and select <i>construction techniques</i> to be used in cabinet manufacture 1.3. Identify industry standards for cabinet construction 1.4. Plan construction and assembly sequence 1.5. Develop a cutting list 1.6. Identify <i>tools, machines and equipment</i> suitable for construction and check for safe and effective operation 1.7. Determine procedures for checking quality at each stage of the process 1.8. Clear work area and prepare for production
2. Select and prepare materials for cabinet construction	2.1. Identify features, benefits and limitations of <i>materials</i> used for cabinet construction 2.2. Identify <i>surface treatments</i> used for cabinets in a <i>range of applications</i> 2.3. Identify industry standards for materials used in cabinets 2.4. Select materials to meet the customer requirements 2.5. Prepare materials for use
3. Select and prepare cabinet components	3.1. Identify features, benefits and limitations of <i>components</i> used for cabinets in a range of applications 3.2. Identify industry standards for components used for cabinets 3.3. Select components to meet the customer requirements 3.4. Prepare components for use
4. Construct cabinets	4.1. Observe workplace health and safety requirements, including personal protection needs, throughout the work 4.2. Use tools, machines and equipment in accordance with safety requirements and manufacturers' specifications 4.3. Cut and form materials in accordance with the plan 4.4. Manufacture cabinets and check against set-outs for tolerances, fit and accuracy

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	4.5. Check product against plans at identified checkpoints
5. Assemble cabinets	5.1. Assemble cabinets using components identified in construction plan 5.2. Attach components and check against set-outs for accuracy, fit, twist and distortion 5.3. Assemble and fit doors, drawers and shelves 5.4. Prepare product for final finish, including the removal of bruises, scratches, dents and marks 5.5. Clean work area and dispose of rubbish according to environmental standards 5.6. Complete workplace documentation

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- Language and literacy to the level of interpreting workplace documents and technical information
- Numeracy skills to the level of conducting accurate measurements and interpreting drawings
- Selecting and applying cabinet components
- Using measurement tools
- Using hand and power tools
- Applying construction and assembly techniques
- Preparing cutting list
- Checking quality outcomes
- Applying safety procedures

#### Required knowledge

- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom and other residential projects
- State or Territory occupational health and safety (OHS) legislation, regulations, standards and codes of practice relevant to work
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for measurement
- Problem identification and resolution techniques

## 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>	
<p><b>Overview of assessment</b></p>	<ul style="list-style-type: none"> <li>Assessment processes and techniques must be culturally appropriate and appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed</li> </ul>
<p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>	<ul style="list-style-type: none"> <li>Interpret and apply information from plans and drawings</li> <li>Identify and apply materials and components used in cabinets for kitchens, bathrooms and other residential settings</li> <li>Use construction techniques to fabricate cabinets</li> <li>Assemble cabinet components</li> <li>Assess quality outcomes</li> <li>Use hand and power tools safely and efficiently</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<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>tools and equipment required for constructing and assembling cabinets</li> <li>plans, drawings and manuals relating to work</li> </ul> </li> </ul>
<p><b>Method of assessment</b></p>	<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</li> </ul>

**EVIDENCE GUIDE**

	<p>knowledge to ensure 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>
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## 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>Construction techniques</b>	<p>Construction techniques may include:</p> <ul style="list-style-type: none"> <li>• use of CNC or static machinery</li> <li>• computer-aided manufacturing</li> </ul>
<b>Tools, machines and equipment</b>	<p>Tools, machines and equipment may include:</p> <ul style="list-style-type: none"> <li>• CNC equipment</li> <li>• static machines</li> <li>• hand and power tools</li> <li>• measuring devices</li> </ul>
<b>Materials</b>	<p>Materials may include:</p> <ul style="list-style-type: none"> <li>• glass</li> <li>• particleboard</li> <li>• fibre board</li> <li>• solid timber</li> <li>• veneer</li> <li>• vinyl</li> <li>• laminates</li> <li>• adhesives</li> <li>• tops</li> <li>• edges</li> </ul>
<b>Surface treatments</b>	<p>Surface treatments may include:</p> <ul style="list-style-type: none"> <li>• lacquers, polishes and oils</li> <li>• laminates</li> <li>• paints</li> </ul>
<b>A range of applications</b>	<p>A range of applications must include:</p> <ul style="list-style-type: none"> <li>• Kitchens or bathrooms</li> <li>• Other domestic settings such as laundries</li> </ul>
<b>Components</b>	<p>Components may include:</p> <ul style="list-style-type: none"> <li>• baskets</li> <li>• rollers</li> </ul>

**RANGE STATEMENT**

	<ul style="list-style-type: none"> <li>• hinges</li> <li>• dowel</li> <li>• pins</li> <li>• cams</li> <li>• metal frames</li> <li>• connectors</li> <li>• patented devices</li> <li>• handles</li> </ul>
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**Unit Sector(s)**

<b>Unit sector</b>	Kitchens and bathrooms
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**Competency field**

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

<b>Co-requisite units</b>		