



**Australian Government**

# **MSFBA1001 Construct a basic roll-up blind**

**Release: 1**

# MSFBA1001 Construct a basic roll-up blind

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing a basic roll-up blind ready for installation.

Applications may include a variety of employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Blinds and awnings

## Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Prepare for work	1.1	Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work
		1.2	Work orders are checked and confirmed with appropriate personnel
		1.3	Tools and equipment suitable for construction are identified and checked for safe and effective operation
		1.4	Materials are selected and checked
		1.5	Hardware is selected according to work instructions
2	Complete construction	2.1	Allowances for hardware, joins and hems are calculated and recorded

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|---|---|---|
|   | 2.2                                       | Material is laid out laid out flat and square on a cutting table large enough to take full width of material and marked using chalk, markers or pencil according to work instructions |
|   | 2.3                                       | Fabric is cut according to work order   |
|   | 2.4                                       | Bottom and side hems are finished   |
|   | 2.5                                       | Spline is selected, cut and attached to top of blind  |
|   | 2.6                                       | Roller is cut to length and attached to spline  |
|   | 2.7                                       | Control mechanism and pin end are attached  |
|   | 2.8                                       | Lath and pull ring are attached   |
|   | 2.9                                       | Child safety mechanisms are selected and attached   |
| 3 | Apply quality checks                      | 3.1 Finished blind is checked against work order and tested within limits of normal operation for correct operation   |
|   |   | 3.2 Parts of the work that do not comply with work order are repaired or re-worked  |
| 4 | Finalise operation and maintain equipment | 4.1 Completed work is cleaned, packaged and stored  |
|   |   | 4.2 Tools and equipment are cleaned, maintained and stored and any faulty tools and equipment are reported to supervisor  |
|   |   | 4.3 Work area is cleaned and waste is disposed of according to workplace practices  |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

**WHS requirements include:**

- Commonwealth, state/territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment
- firefighting equipment
- first aid equipment
- hazard and risk control and elimination of hazardous materials and substances
- manual handling, including lifting and carrying

**Personal protection needs include:**

- safety glasses/goggles
- hearing protection
- safety footwear
- protective clothing and head wear
- respiratory protection

**Work orders include:**

- quotations for work, job cards and customer orders
- specifications, including design, size, colour and quantity

**Appropriate personnel include:**

- assessor
- trainer
- supervisor
- manager or any other person responsible for the work activity

**Tools and equipment include:**

- cutting bench
- shears
- knives
- cut off saws
- sewing machines
- needles
- staple gun
- double sided tape dispenser
- file
- mallet and hammer

**Materials include:**

- polyester blend
- metalised
- PVC coated fibreglass
- twill weave
- flock coated

**Hardware includes:**

- roller
- lath
- control mechanism

	<ul style="list-style-type: none"><li>• pin end</li><li>• pull ring</li><li>• cassette head boxes</li><li>• side guides</li><li>• side channels</li><li>• motors and chains (plastic and stainless steel)</li><li>• instructions for constructing a basic roll-up blind</li></ul>
<b>Work instructions include:</b>	
<b>Child safety mechanisms include:</b>	<ul style="list-style-type: none"><li>• those required by legislation or codes of practice</li></ul>
<b>Waste includes:</b>	<ul style="list-style-type: none"><li>• textiles, metal and timber</li><li>• waste removal should be in accordance with workplace practices and environmental legislation covering disposal of industrial waste</li></ul>
<b>Workplace documentation includes:</b>	<ul style="list-style-type: none"><li>• time sheets</li><li>• customer care cards</li><li>• work orders</li><li>• reports</li></ul>

## Unit Mapping Information

Supersedes and is equivalent to LMFBA1001A Construct a basic roll up blind

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73>