Assessment Requirements for MSFID6005 Design for retail interiors

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Modification History

Release 1 - New unit of competency

Performance Evidence

- Follow work instructions, operating procedures and inspection processes to:
    - minimise the risk of injury to self or others
    - prevent damage to goods, equipment and products
    - maintain required production output and product quality
- Design for a large retail site to provide the client with creative solutions that satisfy the design brief effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, make calculations, estimate material requirements and cost work
- Communicate ideas and information to enable confirmation of work requirements and specifications, presentation of design/colour concepts, the reporting of work outcomes and problems
- Establish a personal work methodology
- Visualise 2-D notions into 3-D space and form
- Manipulate a range of relevant computer software programs
- Display critical evaluation skills, creativity, innovation, research skills and independent thinking
- Experiment in both the planning of projects and methods of execution
- Present design ideas
- Initiate new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for designing for retail space
- Organisational and site standards, requirements, policies and procedures for designing for retail space
- Australian Standards and the Building Code of Australia (BCA)
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution
- Elements and principles of design, including liveability and accessibility
- 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
- Relevant computer programs
- Design themes and design development
- Colours, furnishings and decorations
- Sketching and drawing techniques to architectural drawing standards
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Regulations, conditions and variables relating to the specific retail context

Assessment Conditions

- Assessors must:
    - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
    - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
    - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials, equipment and specifications relevant to designing for retail interiors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27 b03ed73